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Writing a Grant Proposal for Funding by the Title IV, Part C of the Elementary and Secondary Education Act

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Eastern Illinois University

This research is a product of the graduate program in [Educational Psychology and Guidance](#) at Eastern Illinois University. [Find out more](#) about the program.

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WRITING A GRANT PROPOSAL FOR FUNDING
BY THE TITLE IV, PART C OF THE
ELEMENTARY AND SECONDARY EDUCATION ACT
(TITLE)

BY

Elizabeth L. Smith

B. S. in Ed., Eastern Illinois University, 1970
M. S. in Ed., Eastern Illinois University, 1976

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

Specialist in Education

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1979
YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

13 Aug 79
DATE

ADVISER

August 14, 1979
DATE

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WRITING A GRANT PROPOSAL FOR FUNDING
BY THE TITLE IV, PART C OF THE
ELEMENTARY AND SECONDARY EDUCATION ACT

BY

ELIZABETH L. SMITH

B. S. in Ed., Eastern Illinois University, 1970
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ABSTRACT OF A FIELD STUDY

Submitted in partial fulfillment of the requirements
for the degree of Specialist in Education at the Graduate School
of Eastern Illinois University

CHARLESTON, ILLINOIS

1979

WRITING A GRANT PROPOSAL FOR FUNDING
BY THE TITLE IV, PART C OF THE
ELEMENTARY AND SECONDARY EDUCATION ACT

STATEMENT OF PROBLEM

This paper deals with the problem of developing and writing a grant proposal following the Title IV, Elementary and Secondary Education Act guidelines.

PROCEDURE

The writer explains the procedure she followed to develop her idea into the final project proposal that was submitted to the Title IV, ESEA office. Included in this narrative are: an explanation of how the proper funding was located, the development of the project, a copy of the evaluation process used by the Title IV office to determine which projects are funded, and copies of the final evaluations of the project proposal.

CONCLUSIONS

The writer has drawn the following conclusions from her grant writing experience:

1. Grant writing is time consuming, but can be accomplished by regular school personnel.
2. The best source for help and information is the Illinois Office of Education district representative.
3. The Guidelines for Proposal Writers, Title IV, ESEA was a useful and easy to follow manual.
4. The evaluation methods developed by the Title IV office to determine

which proposals will be granted monies is a fair but impersonal approach.

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CHAPTER I

INTRODUCTION

Background

Eric, sixteen year old, from a middle class background, above average IQ, and a good athlete was a dropout. Jenny, fifteen years old, from a motherless family of ten, high IQ, artistically talented was a dropout at sixteen. Lori, fifteen years old, overweight, low self concept, and learning disabled was a dropout at sixteen. Jimmy, eleven years old, the youngest of three children with only older sisters, and a recently widowed mother was a dropout in spirit.

What do these children have in common? What could be done to keep them from dropping out? What could be done to turn them on to school?

These are questions the writer kept asking herself as she met and worked with these students as a counselor. It seemed that the special programs designed to "turn around" the dropout in high school were, at most, eye droppers on the fire and some new approaches had to be found.

The writer's career began in the inner city ghetto schools and branched to the urban environment and then to the rural schools. At each school she discovered the same problem. Students waiting for their sixteenth birthday to release them from their idea of prison/school.

Through many discussions with attendance officers, other counselors, and social workers, she began to feel that a program could be developed to slow the dropout rates in the schools. To date, all efforts at dropout prevention had dealt primarily with high school students.

A preventative program that would start much earlier in the formative years seemed much more natural in terms of prevention.

The writer felt strongly enough about her ideas for a dropout prevention program that she convinced her district superintendent to allow development of a program proposal that would begin with third grade students to be submitted to the Title IV office to be considered for funding.

Statement of Problem

How to develop and write a project proposal for consideration for funding by the Title IV, part C office of the Elementary and Secondary Education Act was the problem that this writer was trying to solve for herself and her school district. What follows is a narrative describing the writing process and her experiences in learning the intricacies of grant proposal development.

Procedure

After carefully researching dropout prevention and analyzing her own ideas and experiences, the writer developed a hypothesis utilizing the identification criteria of Lucius F. Cervantes¹ that could begin with elementary students between third and fifth grades. The recommendations of teachers and the analysis of achievement test scores would also be merged with the Cervantes's identification characteristics to serve as the screening process. A more detailed explanation of this hypothesis can be found in the grant narrative in Chapter III.

¹Lucius F. Cervantes, The Dropout: Causes and Cures (Ann Arbor, 1965).

The first step in developing the writer's proposal was to prepare and administer a questionnaire (Appendix 1) to all of the elementary staff in her school district that would involve the faculty in the initial steps of the proposal development so that they would accept the final project, if funded, more easily. The writer also learned later that this step was in keeping with the Title IV, part C procedure that suggests faculty input is necessary to fully develop a good proposal.

The second step in the formative process was to seek advice and suggestions from other sources such as school administrators, counselors, attendance officers and professors of administration and guidance at Eastern Illinois University.

With this information and a preliminary outline, the Regional Program Service Team Representative of the Illinois Office of Education (IOE) was presented with the idea. The IOE Representative confirmed that the proposal would correctly fall under the Title IV, part C section of the Elementary and Secondary Education Act (ESEA) and would be a good source of funding for this project. He did, however; urge a careful check of other dropout prevention projects within the state to see if they were already using similar ideas in a workable program. Title IV, part C, is specifically designed for innovative programs not already being tried.

Three sources were consulted to check for existing programs, the Wings of Progress,² a publication of the State Board of Education for Title IV ESEA which lists all programs currently being funded

²State Board of Education, Wings of Progress (Springfield, 1978).

throughout the state under Title IV grants, Educational Programs That Work,³ of the United States Office of Education, which lists programs in operation throughout the United States and receiving funding from that office, and the Educational Resource Information Center (ERIC) information made available through the Illinois Office of Education for school districts. The result of this research was that no other projects were found that equalled the scope of the proposal.

If it was found that a similar project had been developed into a workable model, the efforts and needs of this writer's school district would best be met by contacting the program director of the project and determining if the program could be adopted into the school district, and further; if any mini-grants were available to accomplish this.

During the developmental period of this grant proposal, the Illinois Office of Education offered a workshop for grant writers for Title IV. The purpose of this one-day workshop was to inform interested persons about the Title IV grant writing procedures that were to be followed for that year. Two professional grant writers were available to the group to describe the use of Guidelines for Proposal Writers, Title IV, ESEA,⁴ an annual publication which explains all the procedures and regulations that must be followed to submit a proposal for consideration. Needless to say, this handbook was to become this writer's "bible" for the next several months.

The writer did not receive any release-time from her regular

³United State Office of Education, Educational Programs That Work (Washington, 1978).

⁴State Board of Education, Guidelines for Proposal Writers, Title IV, ESEA (Springfield, 1978).

school responsibilities for this proposal. Because of this, the writing took place during several evenings and weekends. The writing process took place over a three month period but no accurate estimation of the amount of time required to write the proposal can be made.

After the proposal had been written in the rough draft, the IOE district representative read and evaluated it. His suggestions proved very constructive and valuable.

After the proposal had been rewritten with corrections and additions made, it was submitted to the Illinois Office of Education in Springfield, Illinois for evaluation.

All completed proposals submitted are read and scored independently by a committee composed of educators selected from schools and university faculties and Illinois Office of Education staff members. Proposals with the highest composite scores are then referred to the Title IV ESEA Advisory Council for further evaluation. The subcommittees of the Advisory Council again read the proposals and make recommendations to the State Superintendent, based on rank order, State Board of Education priorities, Diffusion Network Priorities, and the supplanting of local funds. The State Superintendent of Education then makes the final approval or disapproval for the projects to be funded and the level to which they will be funded.

Unfortunately, this proposal did not reach the State Superintendent's desk. The proposal was read by eight nameless individuals whose evaluations have been included (Appendix 2) for the reader's benefit. As in the story of the blind men who all were asked to describe the elephant and all got different impressions, so did the readers assigned to this proposal. The writer's scores ranged from a high of 20 (which

was the highest possible score) to 0. An average of the eight scores gave the proposal an overall score of 11.

Definitions

In order to insure the reader's understanding there are some terms used in this paper that need to be defined.

1. Title IV of the Elementary and Secondary Education Act is the consolidation of different education programs which have been classified under two divisions, B and C. Part B programs had previously been authorized under Title II, ESEA which covered library resources, textbooks and other instructional materials. Title III, ESEA programs involved with testing, guidance and counseling and Title III of the National Defense Education Act of 1958, which provided financial assistance to strengthen academic instruction in areas such as science, mathematics, foreign languages, English and reading, arts and humanities were also classified as part B programs. Part C consists of programs previously authorized under Title III, ESEA except those listed as part of part B, counseling, guidance and testing and Title V, ESEA programs for strengthening State and local educational agencies, dropout prevention, school nutrition and health services for children of low-income families.

The goal for the Title IV, part C of the ESEA is to provide funding for new, innovative educational ideas and to assist in their development. Also, Title IV, part C funds are used to support programs that are members of the Diffusion Network.

2. The Diffusion Network is composed of the programs that have been time and value tested at the state and national level or both for educational significance, cost-effectiveness, and ease of exportability

from the regional program site to other school districts. A one-year mini-grant is available to adopting districts for implementation of the program. These grants cover the costs of in-service training, technical assistance and minimal start-up costs. To become a member of the Diffusion Network, granted Title IV programs go through a three stage development. In stage 1, the first year, the program is developed and incorporated in the developer's community only. The second year, stage 2, the program is further developed and refined and made available as dissemination material to any district or persons wanting information about the program. The third year, stage 3, it becomes a part of the Diffusion Network. Programs that have become members of the Diffusion Network for the State of Illinois are listed and described in

Wings of Progress.

3. Grant proposals are ideas developed and explained in detail.

They are submitted to different agencies and organizations for consideration by that agency/organization for money which is used to implement the idea.

REVIEW OF RELATED LITERATURE/RESEARCH

Related Literature

The best resource on the development of a Title IV grant is the Guidelines for Proposal Writers, Title IV ESEA an annual publication which explains all the procedures and regulations that must be followed to submit a proposal for consideration. The procedure outlined in this guide was divided into thirteen different sections. Each section can be briefly explained:

1. Thesis Statement: A description of the (a) assessed need of the school district; (b) target population of students the program would deal with; and (c) the methodology of the proposed project,
2. Needs Assessment: An explanation of the project as it is related to the critical educational needs of the State of Illinois, as described in the A-160 program plan, how it is related to the needs of the writer's district, and the steps that had been taken to identify their needs,
3. Innovative: Proof to the readers that the program is new and different and not currently being implemented,

Section 4,5,&6: Objectives, Activities and Evaluation: The writer has grouped these sections together as they are all dealt with as a single unit in the proposal. These combined sections are the "meat" of the proposal and the most difficult to write. The Objectives section was to identify five areas: (1) the audience that would perform a desired behavior; (2) behavior that was to be demonstrated; (3) conditions such as the time and place under which the performance was to be measured; (4) degree of change/the minimum level of acceptable

performance for demonstrating the desired behavior; and (5) the evaluation instruments or measurements that would be used to evaluate the behavior. The Activity section was designed to list all the activities used to accomplish the objectives. A description of the activities, an indication of when the activities would take place and be completed, which staff members would conduct the activity, what material and equipment would be needed and what people would be served by the activity were mandated to be included by the IOE. The Evaluation section was to list the evaluation procedures that would be used to measure the objectives. A baseline evaluation which showed how beginning data would be gathered to provide a source for measuring the outcome data, a progress evaluation showing what evaluation procedures would be used to measure the ongoing performance of the objectives, and an outcome evaluation, to determine if the objective had been met at the end of the allotted time period and to what extent were selected for use in the program,

7. Dissemination: Discussing how information about the project would be distributed within the school district area. (One of the main goals of the Title IV program is to advertise new educational procedures.),

8. Planning for Diffusion: Discussing the long range plans for exporting the program to other school districts,

9. Phase-in of Non-Title IV Support: Promise by the district that local funds will replace Title IV funds if the program proves successful,

10. Evidence of Supplementary Nature of Proposed Project: A statement showing that Title IV programs are not being used to finance programs that should be handled by the local education agency,

11. Local Tax Effort: Information showing the financial status of the

district such as: (1) information on the tax levy for the district; (2) dollar value of non-taxable property; (3) the percentage of four and five year olds in pre-school and kindergarten and their financing; (4) the teacher-student ratio; (5) the ratio of total professional staff to pupils; (6) total enrollment for the last five years and any sudden changes in these figures; and (7) if the school facilities are overcrowded,

12. Facilities: Describing the nature and location of facilities to be used in the program,

13. Subcontracting: A discussion of what services, if any, would be subcontracted (consultants and printers, etc.).

Research

Very little information is available on grant proposal development for specific agencies. There are, however, several books listed in various bibliographies, that would have been valuable tools. However, these books were not available and this writer had to rely on the few documents obtainable through the IOE and Eastern Illinois University Library as sources of information.

Two books that the writer would like to recommend to the reader are: Grantsmanship: Money and How To Get It,⁵ Jon S. Green, editor and The Mechanics of Writing Successful Federal Grant Applications⁶ by Louis E. Masterman. Both authors explain the grant writing process

⁵Jon S. Green, ed., Grantsmanship: Money and How To Get It, (Orange N.J., 1973).

⁶Louis E. Masterman, The Mechanics of Writing Successful Federal Grant Applications (Columbia, 1973).

and would be useful resources for the grant writer.

One other type of information should also be mentioned at this time. Different publications are available that name the different governmental and private agencies that offer monetary awards for grant proposals. One such publication is the Annual Register of Grant Support, 1978-79, 12th Edition,⁷ by Marquis Academic Media.

⁷Marquis Academic Media, Annual Register of Grant Support, 1978-79, 12th Edition (Chicago, 1978).

CHAPTER III

RESULTS

The following pages consist of the actual proposal as it was submitted to the Title IV office.

THESIS STATEMENT

ASSESSED NEED

The need for the Sullivan Title IVc program is best illustrated by the high number of dropouts in the Sullivan School District. Within the past five year period, of the 714 students working toward graduation, Sullivan lost over 15% or 110 pupils due to dropping out or approximately \$35,000.

TARGET POPULATION AND METHODOLOGY

After an initial screening of all third, fourth and fifth grade students, those students who fit the characteristics of the potential dropout (See Appendix A and B for characteristics used and Identification Scoring System) would be tested by the School Psychologist to determine the exact problems they are having. A course of study would then be developed for the individual student placing special emphasis on his/her areas of diagnosed weaknesses. Along with this screening and testing, the students and their parents would be involved in a counseling program designed to meet their individual needs.

Along with the employment of teacher aides to inhance the learning atomosphere within the classroom, periodic inservice programs designed to familiarize all faculty members with teaching methods pertinent to assisting these potential dropouts would become an integral part of our program.

NEEDS ASSESSMENT

The need for the Sullivan Title IVc program was determined only after a comprehensive study involving members of

- 1) the District #300 Citizens Committee
- 2) the District Title I Committee
- 3) the student body
- 4) the teaching staff
- 5) the Administrative Staff
- 6) the School Board

During this comprehensive study, several factors led to the thinking that a program had to be developed for students who possessed characteristics of the dropout. For instance, it was found that in the years 1971-1976 there were 110 dropouts from the 714 eligible graduates at Sullivan High School. This represented a dropout rate of approximately 15% of those working toward graduation. Members of the committees felt that a 15% dropout rate in a rural community, such as Sullivan, was too high. They felt that many of the dropouts might have remained in school if programs had been available from the elementary level tailored to fit their emotional and academic needs.

Members were further concerned to find that each year from twenty to thirty students are entering high school via eighth grade possessing characteristics of the potential dropout. Too, they felt that in achievement test scores, discipline, and counseling referrals, test of mental abilities and homelife data indicated potential dropouts; why was there no specific program designed to help this student?

Further, our District #300 student goals stress the importance

of developing each individual to his full potential. They are:

- 1) Developing skills in reading, writing, speaking, listening and problem solving.
- 2) Discover and develop their special talents.
- 3) Develop a better understanding of one's skills in relationship to his potential.
- 4) Demonstrate sound and healthful physical, emotional and social development.
- 5) Demonstrate skills which will become marketable and used in gainful employment.¹

As a result, the members of the above committees believed that we are obligated to develop programs to lower our dropout rate and do more for our potential dropout.

It was also noted by the committee members that the Illinois State Board of Education, in its goals for Illinois education, advocated programs for prevention of dropouts.

INNOVATIVE

After researching literature including: Educational Programs That Work, by the United States Office of Education; Wings of Progress, by the Illinois Diffusion Network, and a search of ERIC files, it has been determined that the Sullivan Title IVc program is innovative in nature.

Programs found that had similarities were, Early Prevention of School Failure, Peotone, Illinois; Project STAY, Moore, Oklahoma and Project FOCUS, Rossville, Minnesota. Early Prevention of School Failure is similar in the fact that students are screened and given academic assistance in weak areas because of this screening. It is different

¹Illinois Program Plan for Sullivan Community Unit District #300 in compliance with Circular Series A Number 160.

because the screening is done as in individual test for each child in kindergarten through third and that little emphasis is placed on improving the parental involvement with the child and the school. It should be noted that our Sullivan District #300 already uses a screening program in our kindergarten and first grade for this purpose. Project FOCUS is similar because it deals with potential dropouts. It is different because it is for secondary students and no parental involvement is included. Project STAY is similar because it deals with elementary students but it takes the student out of his regular class for a half day for special help. It is our opinion that the student is already singled out as different because of low skills and poor social skills and the objective should be to include him and make him feel a part of his class, not to further separate him. It is our feeling that these programs have tackled the dropout problem well but not in the same way that we propose in the Sullivan Title IVc program.

In our research, we discovered that studies done on identifying the potential dropout agreed with our theory that identification can be made as early as third grade with a high percentage of accuracy.² Also, another study concluded that attempts taken after the sixth grade level to prevent dropping out had a low success rate.³ In short, it is felt by educators doing research in this area and our own staff that the best age at which to help and prevent the student from dropping out is between the third grade and the sixth grade. Because of this research and our

²Lloyd, Dee Norman, Bleach, Gail Prediction of Grade of Dropout from Third Grade Data, National Institute of Mental Health (DHEW), (Bethesda, MD., 1973).

³Johnson, Clarence D., Hopkins, Bobby R. Orange County Dropout Prediction Study, Orange County Dept. of Education, (Santa Ana, CA, Sept. 1972).

belief in the importance of relevant educational programs we feel that the Sullivan Title IVc program can help curb our dropout rate.

It is also felt that during our screening of all third, fourth and fifth graders we will not only determine our potential dropouts, but also help screen students with other problems as well such as LD, EMH, and TMH, speech, hearing, vision and gifted and because of this, programs can be developed to focus on these students' individual needs.

OBJECTIVES, ACTIVITIES AND EVALUATION

Upon approval of this proposal, we plan to contact the University of Illinois and Southern Illinois University for a consultant to do the summative evaluation of the program at the end of the first year as a part of the validation process. He will be contracted to make at least four visits during the year to evaluate and advise the administrators and project staff and our objectives and the program.

All evaluation completed by the consultant will become a permanent part of our project file and will be available for on-site inspection by interested individuals.

OBJECTIVES, ACTIVITIES AND EVALUATION -- FOR THE STUDENT

1.	OBJECTIVE	ACTIVITY	EVALUATION
	<u>Audience</u> The identified third, fourth and fifth graders with low reading scores,	1a. Each identified student with low reading scores will be given special help through the Sullivan Title I Program.	1a. In September 1978 the Reading Subtest of the Metropolitan Achievement Test (1970 Edition) will be administered to all eligible students in the Sullivan Title IVc program and will be used as base-line data for this objective.
	<u>Behavior</u> will increase their reading scores	1b. Parents will be given teacher guidance and teaching aids for the purpose of working with their child in the area of reading at home.	1b. Records of the students' work in the Title I Reading Program will be evaluated in a monthly staff meeting to determine the progress of the students in meeting this objective. At this time recommendations will be made to help fulfill this objective.
	<u>Conditions</u> by June 1, 1979	1c. The classroom teacher aide will spend at least 15 minutes daily with each student to help improve reading skills.	1c. Parents will be asked to fill out a quarterly questionnaire to evaluate the usefulness of the teacher guidance and aids that are used at home to help their child with reading. (See Appendix C)
	<u>Degree of Change</u> by at least 6 months progress		
	<u>Evaluation</u> as measured by the Metropolitan Achievement Test.		

EVALUATION

(Continued)

- 1d. Records will be kept of the teacher aides' work in the classroom. At the monthly staff meeting recommendations and suggestions will be made from these records and teacher recommendations for improving instruction and meeting this objective. (See Appendix D)
- 1e. In May 1979, the Reading Subtest of the Metropolitan Achievement Test (1970 Edition) will be given to all student in the program and will be used as post data for this objective.
- 1f. In May 1979, the Administrators, Project Director, and staff of the Sullivan Title IVc program will meet to evaluate all records, parent questionnaires and scores to determine the success of this objective.

2.	OBJECTIVE	ACTIVITY	EVALUATION
	<u>Audience</u>		
	Project's students	2a. The students will receive personalized academic assistance from the teacher and the aide in math and reading to improve their understanding.	2a. In September 1978, the Reading and Math Subtest of the Metropolitan Achievement Test (1970 Edition) will be administered to all eligible students in the Sullivan Title IVc program and will be used as baseline data for this objective.
	<u>Behavior</u>		
	will improve their standardized achievement test scores in reading and math	2b. The counselor will stress the importance of parental help to the parents in the monthly home visits and will provide teacher-made exercises to be used to improve the child's academic weak areas.	2b. Records of the counselor's home visits will be kept reporting the results of all home visits.
	<u>Conditions</u>		
	by June 1, 1979	2c. The teacher aide will spend at least 15 minutes daily with each student in the areas of math and reading.	2c. Parents will be asked to fill out a quarterly questionnaire to evaluate the usefulness of the home visits and the teacher-made exercises provided for home use.
	<u>Degree of Change</u>		
	by at least 6 months gain	2d. Teachers, project staff and administrators will meet at a monthly staff meeting to discuss problems encountered and recommendations will be made to fulfill this objective.	2d. Records will be kept of the time spent daily by the teacher aide with each student.
	<u>Evaluation</u>		
	as measured by the Metropolitan Achievement Test.		

EVALUATION

(Continued)

- 2e. In May 1979, the Reading and Math Subtests of the Metropolitan Achievement Test will be given to all students in the program and will be used as post data for this objective.
- 2f. In May 1979, the Administrators, Project Director and staff of the Sullivan Title IVc program will meet to evaluate all records, parent questionnaires and scores to determine the success of this objective.

3. OBJECTIVE

ACTIVITY

EVALUATION

Audience

The identified student

Behavior

will improve his behavior
in school

Conditions

by the end of the school
year

Degree of Change

with 30% less disciplin-
ary referrals

Evaluation

as evaluated by a com-
parison of previous records
with current disciplinary
records.

3a. Students will participate
in 30 minutes weekly group
guidance activities with
the counselor or counselor
intern focusing on topics
such as: acceptable be-
havior, self-concept,
feelings and getting along
with others.

3b. Students will be counseled
at least 15 minutes indi-
vidually weekly by the
counselor or counselor-
intern. Areas to be
covered are classroom
behavior, alternative ways
to handle situations,
getting along with others
and concerns that the
student feels are impor-
tant.

3a. In September 1978 the
counselor will collect
information from past
records of the students'
behavior to determine the
frequency of behavior
problems experienced by
each student. Records to
be evaluated are: teacher
referrals and office records.

3b. A counselor-made question-
naire will be administered
to the students' past
teachers to help determine
the frequency of the
students' previous behavior
in his/her class.

3c. In January 197b and in
June 1979 the counselor
will administer the
questionnaire to the
students' currents teachers
to determine the frequency
of behavior problems in
the classroom. (See Appencix E)

EVALUATION

(Continued)

- 3d. In January and June 1979, the counselor will review the office records for disciplinary referrals for all students involved in the program to determine the frequency of behavior problems.
- 3e. In June 1979, the Administrators, Project Director, Counselor, and staff will meet to review and evaluate all records collected on discipline. These records will be compared to the previous data collected in Sept. 1978 to determine the success of this objective.

4.	OBJECTIVE	ACTIVITY	EVALUATION
	<u>Audience</u> Project students	4a. The students will be involved in 30 minute weekly guidance programs led by the counselor that will help the students learn new ways to develop friendships and get along with others.	4a. In September 1978, the students' previous teachers will be asked to answer a questionnaire about the students' classroom involvement and behavior with other students. (See Appendix E)
	<u>Behavior</u> will become more involved in classroom activities		
	<u>Conditions</u> by the end of the school year	4b. Students will be encouraged to participate in classroom activities by the counselor and the classroom teacher.	4b. Records will be kept of all counseling activities. These will include descriptions of exercises used and the counselor's comments on success in developing group acceptance.
	<u>Degree of Change</u> by at least 50% more participation	4c. Classroom activities such as "Magic Circle" or the "New Modern Me" program will be provided for the teachers use to help the students learn to feel a part of the group.	4c. Anecdotal records will be kept by the teacher on the student's classroom involvement.
	<u>Evaluation</u> as evaluated by records kept on the students' participation and observations made by the classroom teacher.		4d. In June 1979, a questionnaire will be administered to the students' current teachers focusing on the students' classroom involvement and behavior towards classmates.

EVALUATION

(Continued)

- 4e. In June 1979, all records and reports will be evaluated by the director, and administrators, and staff to determine the success of the objective. These records will become a permanent part of the program file.

5.	OBJECTIVE	ACTIVITY	EVALUATION
	<u>Audience</u>	5a. When a student is absent more than two days the counselor or counselor-intern will make a home visit to talk with the parent and the student and to determine why the student is absent.	5a. In September 1978, the attendance records will be checked to determine the number of absences of each project student.
	Project student		
	<u>Behavior</u>		5b. Records will be kept on each student in the program and his absences. Reasons for the absences will also be included.
	will have less absences from school	5b. The Counselor will follow up on all chronic attendance problems with home visits and help in any possible way to improve the student's attendance.	5c. Records of all home visits will be kept with comments by the counselor about the success of the visit.
	<u>Conditions</u>		5d. In June 1979, the attendance records will be compared with the student's past attendance records to determine the percentage of absences.
	by the end of the school year		5e. All records will be evaluated at the end of year by the director, administrators and project staff to determine the success of the objective.
	<u>Degree of Change</u>		
	by at least 30% less		
	<u>Evaluation</u>		
	as measured by a comparison of the student's past attendance record with the current record.		

OBJECTIVES, ACTIVITIES AND EVALUATION -- FOR THE PARENT

1.	OBJECTIVE	ACTIVITY	EVALUATION
	<u>Audience</u> Parents of the projects students	1a. The parents will be asked to attend 2 meetings on a monthly basis that deal with topics such as Parent Effectiveness Training, Behavior Modification and other topics that are pertinent to the members of the group.	1a. At the beginning of each meeting the parents will be asked to complete a questionnaire tha deals with the topic of the evening. The same test will again be given at the end of the meeting and parents will also be aksed to give their opinions on the program presented. (See Appendix F)
	<u>Behavior</u> will know more about the methods of dealing with their children's behavior		
	<u>Conditions</u> by the end of the year		1b. In September 1978, the parents will be asked to complete a survey to determine what topics they feel would be useful to them in dealing with their children.
	<u>Degree of Change</u> by at least 50% more knowledge		
	<u>Evaluation</u> as determined by the questionnaires administered before and after discussion topics and by parents quarterly evaluation of programs presented.		1c. These results will become a permanent part of the program file and will be used in the final yearly evaluation that will be done in June 1979 by administrators, director and project staff.

2.	OBJECTIVE	ACTIVITY	EVALUATION
	<u>Audience</u> The parents	2a. A parent advisory group will be organized that will meet quarterly to evaluate the program's progress and to help involve parents in the school program.	2a. In September 1978, a questionnaire will be administered to the students' past teachers to determine the parents' involvement with the school and the activities.
	<u>Behavior</u> will become involved in the school program such as advisory groups, concerts and plays presented by students	2b. The counselor or counselor intern will make home visits to parents to inform them of activities such as choral concerts, plays, and classroom activities and urge them to attend.	2b. Records will be kept of all home visits made by counselors and comments on the success of the visit.
	<u>Conditions</u> by the end of the school year	2c. Babysitters will be provided at the functions for those parents who are not able to attend because of sitter problems.	2c. Records will be kept of all activities and parents that attended.
	<u>Degree of Change</u> by at least 50% more involvement	2d. Teachers will make attempts to involve project parents in classroom activities and programs by phone contacts and notes.	2d. In June 1979, a questionnaire will be given to the students' current teachers on the parental involvement for the past school year.
	<u>Evaluation</u> as evaluated by records kept on attendance of parent activities and programs.		2e. In June 1979, the records and questionnaires will be used to determine the success of this objective.

OBJECTIVES, ACTIVITIES AND EVALUATION -- FOR THE TEACHER

1.	OBJECTIVE	ACTIVITY	EVALUATION
	<u>Audience</u> The classroom teachers involved in the program	1a. All classroom teachers that are involved with the program will be required to attend a two day workshop-retreat that will review and teach the teacher new ways of dealing with the potential dropout student and ways to communicate and listen.	1a. Pre and post tests developed by the counselor or workshop directors will be given covering topics of workshops.
	<u>Behavior</u> will show a better knowledge and usage of the skills and techniques that are useful for the low achieving and slow or lowly motivated student	1b. Teachers involved with the program will be asked to attend meetings to discuss problems encountered and successes.	1b. Records will be kept of all inservice meetings. 1c. The teachers will be asked to evaluate the workshop and inservice monthly meetings to determine benefits and successes.
	<u>Conditions</u> by the end of the school year	1c. Quarterly inservice meetings will be used to provide the teachers with additional methods and skills to help them in the classroom.	1d. In June 1979, all records, evaluations and scores will be evaluated by administrators project director, and staff to determine the success of this objective.
	<u>Degree of Change</u> by scoring 25% higher		
	<u>Evaluation</u> as measured on pre and post tests and an evaluation of inservice activites.		

DISSEMINATION

Our plans for disseminating information pertaining to this Title IVc program include a detailed report to the District #300 Board of Education. This report would explain the objectives of the program and the learning experiences for students and parents.

Sullivan's two weekly newspapers, the Moultrie County News and the Sullivan Progress, and area newspapers such as the Decatur Herald and Champaign News Gazette, and the local radio station, WSAK, and area stations such as WLBH, Mattoon, would be used to disseminate information to residents and surrounding communities.

Copies of the program will be given to the Regional Superintendent the Unit Superintendent, the District #300 principals, the District #300 libraries and the Sullivan Public Library. These copies will be made available to local citizens and educators on request.

News releases pertaining to the Title IVc program made in the local and area newspapers and on the local and area radio stations will relate the fact that these copies are on file.

A tape-slide presentation will be developed to explain the Sullivan Title IVc program to be used within the community to show various community agencies and organizations. This tape-slide presentation would also be available by request to other districts interested in adopting our program. Monthly news items will be made available to the local and area newspapers and local and area radio stations covering projects and events happening in the Sullivan Title IVc program.

A leaflet describing the Sullivan Title IVc program will be developed to distribute to interested parties.

Opportunities for visitation by interested districts and individuals will be encouraged.

PLANNING FOR DIFFUSION

This project is very adaptable and can be exported easily to other districts.

In the second and third year of this program the staff and director with professional help will develop a brochure and slide-tape presentation describing our program, its objectives, activities and our evaluation procedures to be used for presentations to administrators, parents, community organizations and interested agencies. An easy-to-follow program will be developed that will include 1) an outline for implementing the program, 2) counselor activities, 3) in-service topics, 4) parent activities, and 5) cost for implementing program.

Our staff with consultant's aid will develop a program of on-site workshops and visitations to adopting districts to help them establish our program.

PHASE-IN OF NON-TITLE, PART C SUPPORT

After funding for this Title IVc project has been discontinued, District #300 will attempt to fund the project with its own local and state tax funds. The local district will phase the program in on a bit by bit basis. For example, the first year would see the local district assuming the costs of returning the counselor-intern and two of the aides. Each year thereafter, the aides would be reinstated at the rate of two at a time. Fiscally, District #300 would absorb about twenty thousand dollars (\$20,000) the first year and twenty thousand dollars (\$20,000) for each of the remaining three years until

the program was fully funded by us. This procedure would be adhered to if the program proves successful and if funds are available from state and local taxes.

PROJECT STAFF

The following professional and non-professional staff will be paid by the Sullivan Title IVc program.

Two counselor interns -- assist with group counseling, individual counseling, home visits and program planning.

Six aides -- assist teachers with individual classroom instruction.

The following professional staff will be utilized in the program but paid by district funds:

Unit Counselor -- acts as director of program, hires personnel, sets up inservice training, implements program, is responsible for all necessary reports to State Office and Board.

EVIDENCE OF SUPPLEMENTARY NATURE OF PROPOSED PROJECT

During the past five years, District #300 spent approximately \$79,000 in federal and local funds for use with elementary students that were low achievers, disaffected and potential dropouts. Of this \$79,000, \$50,000 went for professional staff salaries in the Title I program, \$17,000 for our Learning Lab with individualized materials, prescriptions, and testing, from Title I funds. Local monies paid \$10,000 per year for an LD teacher last year and approximately \$2,000 for special materials and books.

In the upcoming school year, 1978-79, Sullivan District #300 expects to spend approximately \$34,000 in Federal Title I and

local money on programs at the elementary level for the low achieving, potential dropout.

The Sullivan District #300 has also provided money for inservice programs for our staff to improve instruction.

Sullivan District #300 received funding for the 1976-77 school year for adopting/adapting a program that had passed the National Dissemination Review Panel, Project FOCUS. This project is substantially different in that it dealt only with our high school population and contained a major emphasis on job training while our current proposal deals with our elementary students and focuses on reducing dropout characteristics, through guidance, extra individual academic aid and parental involvement and education.

LOCAL TAX EFFORT

For the school year 1977-78, 99% of the legal maximum education tax rate was levied in District #300. There is approximately \$15,000,000 worth of non-taxable property in the District (most of these non-taxable properties are religious and educational institutions).

Seventeen percent of the Districts four and five year olds attend school. District #300 offers kindergarten classes for those pupils five years of age. Pre-school experiences are offered for three and four year olds. There is both a federally funded pre-school in Sullivan and a privately funded pre-school.

Sullivan District #300 maintains an excellent teacher-pupil ratio in its schools.

TABLE I

TEACHER-PUPIL RATIO FOR SULLIVAN COMMUNITY UNIT #300

<u>SCHOOL</u>	<u>TEACHER-PUPIL RATIO</u>
Sullivan High School	1 - 19
Sullivan Jr. High	1 - 24
Lowe Elementary School	1 - 22
Powers Elementary School	1 - 25
Ratio of Total Professional Staff to Pupils in Elementary and Secondary Schools	1 - 16

Table two indicates the enrollment in District #300 over the past five years:

TABLE II

TOTAL ENROLLMENT FIGURES FOR SULLIVAN COMMUNITY UNIT DISTRICT #300 FOR THE YEARS 1970-77.

<u>SCHOOL YEAR</u>	<u>ENROLLMENT</u>
1970-71	1426
1971-72	1422
1972-73	1392
1973-74	1334
1974-75	1349
1975-76	1309
1976-77	1247

As Table two indicates, there has not been a sudden change in the school enrollment in District #300. Although, there has been a gradual decrease in district enrollment due to the declining birth rate in the 1960's and 1970's. Consequently, District #300 school plant facilities are more than adequate to house our present school population.

FACILITIES

No extra facilities are required to develop the Sullivan Title IVc program. All activities and events can be housed in our existing available facilities.

SUBCONTRACTING

In order to fulfill the objectives for our program, the following services will be subcontracted:

- 1) Consultant for Evaluation of Program
- 2) Development of Slide-Tape Program for dissemination
- 3) Printing of materials for program dissemination
- 4) Specialists to lead in-service workshops

APPENDIX A

Characteristics of the Potential Dropout used for the Sullivan

Title IVc program:

1. Low IQ scores
2. Low reading scores
3. Low Standardized Achievement scores
4. Retention in grade
5. Attendance
6. Discipline referral history
7. Teacher recommendation
8. Participation in school activities
9. Education level of household
10. Occupation of head of household

APPENDIX B

Identification Scoring System

1. IQ Scores	75-90	2 points
	90-110	1 point
	110-130	1 point
2. Reading Scores from Standardized Achievement Test	2 grade levels below or more	3 points
	1-2 grade levels below	2 points
	0-1 grade level below	1 point
	0 or above grade level	0 point
3. Math Scores from Standardized Achievement Test	2 grade levels or below	3 points
	1-2 grade levels below	2 points
	0-1 grade level below	1 point
	0 or above grade level	0 points
4. Retention in Grade	Retained twice	3 points
	Retained once	2 points
	Not retained	0 points
5. Attendance	Missed more than 20 days	3 points
	Missed 10-20 days	2 points
	Missed 5-10 days	1 point
	Missed 0-5 days	0 points
6. Discipline Referral	More than three referrals	3 points
	Less than three referrals	0 points

17 points total -- 12 points possible project candidates.

APPENDIX C

QUESTIONNAIRE FOR PARENTS

1. In your opinion, do you feel that the reading materials for your home use have helped your child?
A. Yes, a lot B. Yes, but not much C. No, none at all
2. Do you think that the math materials for your home use have helped your child?
A. Yes, a lot B. Yes, but not much C. No, not at all
3. Do you feel that the home visits by the counselors have helped you become better acquainted with the school?

A. Yes, because _____

B. No, because _____

4. Do you have any suggestions to help improve our program?

5. I feel that the evening programs have A. helped me a lot in understanding my children. B. been useful in teaching me ways to work with my child. C. Have taught me ways to better discipline my child. D. Have not helped me. E. Have been a waste of time.
6. Do you have any suggestions for the evening meetings?

7. Are there any topics that you would like to learn about that have not been included in our evening meetings?

APPENDIX D

TEACHER AIDE WORKSHEET

NAME _____ FOR MONTH OF _____ 19 _____

STUDENT _____

[illegible]

APPENDIX E

QUESTIONNAIRE FOR TEACHERS ON BEHAVIOR AND CLASSROOM PARTICIPATION

Student's Name _____ Date _____

Teacher _____

Check the problems this student experienced in your classroom.

BEHAVIOR	Always	Most of the Time	Sometimes	Never
1. Stays on task				
2. Disrupts classroom procedure				
3. Quarrels with peers				
4. Isolates himself from peers				
5. Fights with peers				
6. Completes homework				
7. Gets along with adults in school setting				

Comments _____

CLASS PARTICIPATION	Always	Most of the time	Sometimes	Never
1. Volunteers answers				
2. Volunteers for projects				
3. Takes part in classroom discussion				
4. Is friendly with peers				
5. Handles teasing from peers appropriately				
6. Isolates himself from peers in class				
7. Isolates himself on playground				

Comments _____

APPENDIX F

PARENT MEETING # _____

Please evaluate this meeting:

1. _____ This meeting was useful to me and I feel that it has helped me in my role as a parent.
2. _____ This meeting was okay and I thought it was interesting but I can't see how it will help me as a parent.
3. _____ This program did not interest me.

Comments _____

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Having gone through the proposal development only once, this writer does not qualify herself as an expert on Title IV grant writing, but offers the following conclusions drawn from her experience:

1. Grant writing is time consuming but can be done by regular school personnel.
2. The best source for help and information is the IOE district representative.
3. The Guidelines for Proposal Writers, Title IV, ESEA was a useful, easy to follow manual.
4. Even though the evaluation team remains anonymous and seems to be composed of very different frames of reference, it is the only fair way to evaluate competency proposals.

Recommendations

Having drawn several conclusions following the grant writing process, this writer would also like to propose the following recommendations:

1. School districts that are considering the participation in grant proposal development should allow the staff members involved in the process some release-time to work on the proposal.
2. School districts should encourage their personnel to develop ideas that could be beneficial to the education process.
3. The Illinois Office of Education should continue to give workshops

on the grant writing process for interested educational agencies and also to consider the possibility of having some finished and evaluated proposals on hand to show beginning writers the type of format that is used as the guide for proposal writers is not graphic enough.

4. As the Illinois Office of Education does a commendable job, they should continue their efforts assisting and encouraging proposal writers.

5. It is further recommended that beginning proposal writers not give up, throw in the towel, or stop in frustration, as the process is like learning to play a musical instrument. With practice, proposal writing becomes easier and more precise.

Appendix 1

This questionnaire is being used to collect your opinions about dropout prevention and dropout identification for use in a possible funded project in this area.

Please complete and return to me by Jan. 12.

Thanks,
Beth Smith

1. Of the characteristics listed below, which ones do you feel are most important in identifying the potential dropout?

(Mark M1)

1. Low IQ _____
2. Low reading scores _____
3. Low achievement scores _____
4. Scholastic average _____
5. Retention in grade _____
6. Attendance _____
7. Discipline referral history _____
8. Participation in school activities _____
9. Education level of student's household _____
10. Occupation of head of household _____
11. Others (please list)

2. Which characteristics do you feel contribute the least?
(Mark them L1 above)

3. At what grade level do you feel you can identify the potential dropout?

4. What are some things that you feel the school could do to help the student identified as a potential dropout?

5. What are some of the ways the school could help the parents?

6. Would workshops for teachers on topics such as motivation be helpful to you in working with the potential dropout? What other topics would be helpful?

7. If parent groups were started for parents of students identified as potential dropouts what types of topics would be helpful?
8. Do you feel that a person hired by the school district to work with the parents and teachers as a go-between would be helpful?
9. Comments or Suggestions?

Appendix 2

TITLE IV EVALUATION INSTRUMENTS

The following pages are copies of the actual evaluation forms that were used to evaluate this writers proposal. They have been reproduced with permission by the Sullivan Unit District #300.

EVALUATION INSTRUMENT

Ad. Comm.
Consensus
Guidelines
I-73

Criteria for Approving the Innovative Proposal

The panel of experts, and the Title IV, ESEA, Advisory Council will apply the following criteria in reviewing proposals submitted under the State Plan.

Circle the appropriate word following each question under each criterion. Write your comments and/or rationale for your responses after each criterion. Please note that you may be called upon to justify your comments. Questions or directions in boxes require a response. Page numbers in parenthesis indicate corresponding pages in the Guidelines for Proposal Writers.

- 5) Does the proposal relate to one of the priority areas listed in the Guidelines for Proposal Writers?

- (25) 1. Yes
2. No

- 5) I. Evidence that the Project is Designed to Demonstrate Solutions to Identified Critical Educational Needs. (pp. 45-46).

Question A arises out of the program plan as described in Chapter II of the "Guidelines for Local District Educational Planning" of Circular A-160.

- 1) A. Does the proposal show evidence that the applying administrative agency/district has performance objectives for the geographic area it serves?

Yes

No

Not Mentioned

Answer the following three questions below only if you answered "yes" to the above.

- 1) 1. Does the proposal contain evidence that the performance objectives which are in the program area of the proposal are of high priority within the administrative agency/district?

Yes

No

Not Mentioned

- 1) 2. Did the administrative agency/district perform an assessment of the performance objectives in the program area of the proposal?

Yes

No

Not Mentioned

3. Has the administrative agency/district defined its needs by the differences between the assessment results and the performance objectives in the program area of the proposal?

Yes

No

Not Mentioned

- 2) B. Does the Proposal show evidence that the proposal objectives arise from an assessment or investigation of the administrative agency/district in the area of the proposal?

Yes

No

Not Mentioned

Comment on a "no" answer.

- 5) C. Does the proposal contain evidence that the proposal objectives are of high priority within the administrative agency/district?

Yes

No

Not Mentioned

Comment on a "no" answer.

Comments and/or rationale:

60) II. Promising Concepts or Practices Recognized as Unique, Original, Unusual, or Innovative. (p. 48).

- 5) A. Does the proposal provide evidence that it is based upon an appropriate review of the literature?

Yes

No

Not Mentioned

- 15) B. Is the rationale of the proposal based upon research findings?

(7)

1. To a great extent
2. To some extent
3. Minimally or not at all

20)

C. In your opinion, is the proposal idea innovative; i.e., a new and different idea, method or new combination or application of already proven ideas or methods which hold promise of producing significant educational results?

- (20) 1. To a great extent
(10) 2. To some extent
3. Minimally or not at all

[Justify your Score]

20)

D. In your opinion, are the proposed activities and techniques innovative to the State of Illinois?

- (20) 1. To a great extent
(10) 2. To some extent
3. Minimally or not at all

[Justify your Score]

If you know of any project similar to this proposal, identify it below.

Comments and/or rationale:

57) III. Proposal Objectives which are Measurable and Appropriate Activities Which Facilitate Achieving Them. (pp. 48-49).

10)

A. Are the objectives clearly related to the proposal rationale?

- (10) 1. Yes
2. No

- 5) B. What percent of the proposal objectives describe an intended learner behavioral change?
- (5) 1. 90 - 100%
(3) 2. 80 - 89%
(1) 3. 60 - 79%
4. 0 - 59%
- 4) C. What percent of the proposal objectives name the evaluation instrument and/or briefly describe the procedure in the objective statement?
- (4) 1. 90 - 100%
(2) 2. 80 - 89%
(1) 3. 60 - 79%
4. 0 - 59%
- 3) D. What percent of the proposal objectives specify the population of the objective statement?
- (3) 1. 90 - 100%
(2) 2. 80 - 89%
(1) 3. 60 - 79%
4. 0 - 59%
- 4) E. What percent of the proposal objectives specify the degree of change which will take place?
- (4) 1. 90 - 100%
(2) 2. 80 - 89%
(1) 3. 60 - 79%
4. 0 - 59%
- 3) F. What percent of the proposal objectives are stated in time-specific terms?
- (3) 1. 90 - 100%
(2) 2. 80 - 89%
(1) 3. 60 - 79%
4. 0 - 59%
- 20) G. In your judgment, are the proposed activities appropriate to bring about the proposal objectives?
- (20) 1. Very appropriate
(15) 2. Appropriate
(5) 3. Marginally appropriate
4. Inappropriate or inadequate

If Question III, G, was answered "Marginally appropriate or Inappropriate or Inadequate," please comment.

H. Do the activities clearly state what will be done?

- (5) 1. Yes
(2) 2. Minimally
3. No

I. What percent of the proposal activities and procedures are stated in time-specific terms?

- (3) 1. 90 - 100%
(2) 2. 80 - 89%
(1) 3. 60 - 79%
4. 0 - 59%

Comments and/or rationale:

5) IV. Evaluation Strategies Based on Valid Research Methodology which will Provide Evidence to Determine the Extent to which the Objectives have been Met and the Activities Carried Out. (pp. 49-53).

A. In your judgment, does the proposal specify measures or instruments which are adequate to evaluate the accomplishment of the objectives?

- (5) 1. Yes
2. No

B. Does the research design provide for controls of the extraneous factors other than the treatments which might affect behavior?

Yes

No

Not Mentioned

C. What percent of the measures or instruments have documentation of validity and reliability in the proposal.

- (3) 1. 90 - 100%
(2) 2. 80 - 89%
(1) 3. 60 - 79%
4. 0 - 59%

D. In your judgment, what percent of the activities have appropriate instruments or measures to evaluate their accomplishments?

- (2) 1. 90 - 100%
(1) 2. 80 - 89%
3. 0 - 79%

E. Does the research design utilize appropriate statistical techniques to determine the significance of the treatment effects?

Yes

No

Not Mentioned

F. Are the significance levels appropriate to the project and population size?

Yes

No

Not Mentioned

G. Are the evaluation activities time-specific?

Yes

No

Not Mentioned

H. Are the administrative responsibilities for implementing the evaluation activities clearly assigned?

Yes

No

Not Mentioned

I. Does the project provide procedures for feedback which will allow monitoring and modification of the activities during the course of the project?

Yes

No

Not Mentioned

Comments and/or rationale:

V. Provisions for the Development of a Project which can be Adapted or Adopted Elsewhere: Exportability of the Project. (pp. 53).

A. Are the activities and procedures of the proposal described in such a manner that they can be replicated?

Yes

No

B. Are the activities which the project requires such that other districts could implement them with present staff?

Yes

No

C. Are the type of facilities which the program requires reasonably available to other districts of the state at reasonable cost?

Yes

No

D. Are the type of materials and equipment which the project requires reasonably available to other districts of the state at reasonable cost?

☒ Yes

☐ No

E. Are the population and subject-area of the project such that other districts could make use of the project?

☒ Yes

☐ No

F. Do you think that implementation in other districts would be economically feasible if this project is successful?

☒ Yes

☐ No

G. Does the proposal provide plans for the dissemination of information and evaluation results about the project to residents within the geographic area to be served by the proposal?

☒ Yes

☐ No

H. Does the proposal provide plans for the dissemination of information and evaluation results about the project to other school districts and educational groups upon request?

☒ Yes

☐ No

Comments and/or rationale:

8) VI. Continuation of Project (pp. 53-54).

A. Does the proposal describe how the district will continue/integrate this program after the project funding is discontinued?

☒ Yes

☐ No

Comments and/or rationale:

(20) VII. Strengths of the Proposal

Circle the number of points you feel this project deserves based on the overall quality of the idea and the proposal.

0 1 2 3 4 5 6 7 8 9
10 11 12 13 14 15 16 17 18 19
20

Justify your Score below.

Strengths of the Proposal - Must Complete

*Well written
good design.*

Weaknesses of the Proposal - Must Complete

*Not really innovative
* District should consider
a adaptive/adaptives program*

EVALUATION INSTRUMENT

Criteria for Approving the Innovative Proposal

The panel of experts, and the Title IV, ESEA, Advisory Council will apply the following criteria in reviewing proposals submitted under the State Plan.

Circle the appropriate word following each question under each criterion. Write your comments and/or rationale for your responses after each criterion. Please note that you may be called upon to justify your comments. Questions or directions in boxes require a response. Page numbers in parenthesis indicate corresponding pages in the Guidelines for Proposal Writers.

- 5) Does the proposal relate to one of the priority areas listed in the Guidelines for Proposal Writers?

(25) (1) Yes
2. No

- 5) I. Evidence that the Project is Designed to Demonstrate Solutions to Identified Critical Educational Needs. (pp. 45-46).

Question A arises out of the program plan as described in Chapter II of the "Guidelines for Local District Educational Planning" of Circular A-160.

- A. Does the proposal show evidence that the applying administrative agency/district has performance objectives for the geographic area it serves?

(Yes)

No

Not Mentioned

Answer the following three questions below only if you answered "yes" to the above.

1. Does the proposal contain evidence that the performance objectives which are in the program area of the proposal are of high priority within the administrative agency/district?

(Yes)

No

Not Mentioned

2. Did the administrative agency/district perform an assessment of the performance objectives in the program area of the proposal?

(Yes)

No

Not Mentioned

2)

3. Has the administrative agency/district defined its needs by the differences between the assessment results and the performance objectives in the program area of the proposal?

Yes

No

Not Mentioned

12)

- B. Does the Proposal show evidence that the proposal objectives arise from an assessment or investigation of the administrative agency/district in the area of the proposal?

Yes

No

Not Mentioned

Comment on a "no" answer.

The evidence is very clear

5)

- C. Does the proposal contain evidence that the proposal objectives are of high priority within the administrative agency/district?

Yes

No

Not Mentioned

Comment on a "no" answer.

Comments and/or rationale:

~~None~~ None

60) II. Promising Concepts or Practices Recognized as Unique, Original, Unusual, or Innovative. (p. 48).

5)

- A. Does the proposal provide evidence that 'it is based upon an appropriate review of the literature?

Yes

No

Not Mentioned

15)

- B. Is the rationale of the proposal based upon research findings?

(15) (1) To a great extent

(7) 2. To some extent

3. Minimally or not at all

10)

C. In your opinion, is the proposal idea innovative; i.e., a new and different idea, method or new combination or application of already proven ideas or methods which hold promise of producing significant educational results?

- (20) 1. To a great extent
(10) 2. To some extent
3. Minimally or not at all

Justify your Score

The proposal cites the findings of the relevant literature and points out how the proposal idea is like and unlike similar projects

10)

D. In your opinion, are the proposed activities and techniques innovative to the State of Illinois?

- (20) 1. To a great extent
(10) 2. To some extent
3. Minimally or not at all

Justify your Score

The review of the literature does not present evidence to the contrary.

If you know of any project similar to this proposal, identify it below.

Yes

Comments and/or rationale:

None

10)

III. Proposal Objectives which are Measurable and Appropriate Activities Which Facilitate Achieving Them. (pp. 48-49).

10)

A. Are the objectives clearly related to the proposal rationale?

- (10) 1. Yes
2. No

B. What percent of the proposal objectives describe an intended learner behavioral change?

- (5) ①. 90 - 100%
(3) 2. 80 - 89%
(1) ③. 60 - 79%
4. 0 - 59%

C. What percent of the proposal objectives name the evaluation instrument and/or briefly describe the procedure in the objective statement?

- (4) ①. 90 - 100%
(2) 2. 80 - 89%
(1) 3. 60 - 79%
4. 0 - 59%

D. What percent of the proposal objectives specify the population of the objective statement?

- (3) ①. 90 - 100%
(2) 2. 80 - 89%
(1) 3. 60 - 79%
4. 0 - 59%

E. What percent of the proposal objectives specify the degree of change which will take place?

- (4) ①. 90 - 100%
(2) 2. 80 - 89%
(1) 3. 60 - 79%
4. 0 - 59%

F. What percent of the proposal objectives are stated in time-specific terms?

- (3) ①. 90 - 100%
(2) 2. 80 - 89%
(1) 3. 60 - 79%
4. 0 - 59%

G. In your judgment, are the proposed activities appropriate to bring about the proposal objectives?

- (20) ①. Very appropriate
(15) 2. Appropriate
(5) 3. Marginally appropriate
4. Inappropriate or inadequate

If Question III, G, was answered "Marginally appropriate or Inappropriate or Inadequate," please comment.

H. Do the activities clearly state what will be done?

- (5) (1) Yes
(2) 2. Minimally
3. No

I. What percent of the proposal activities and procedures are stated in time-specific terms?

- (3) 1. 90 - 100%
(2) 2. 80 - 89%
(1) 3. 60 - 79%
(4) 0 - 59%

Comments and/or rationale:

None

IV. Evaluation Strategies Based on Valid Research Methodology which will Provide Evidence to Determine the Extent to which the Objectives have been Met and the Activities Carried Out. (pp. 49-53).

A. In your judgment, does the proposal specify measures or instruments which are adequate to evaluate the accomplishment of the objectives?

- (5) (1) Yes
2. No

B. Does the research design provide for controls of the extraneous factors other than the treatments which might affect behavior?

Yes

No

Not Mentioned

C. What percent of the measures or instruments have documentation of validity and reliability in the proposal.

- (3) 1. 90 - 100%
(2) 2. 80 - 89%
(1) 3. 60 - 79%
(4) 0 - 59%

D. In your judgment, what percent of the activities have appropriate instruments or measures to evaluate their accomplishments?

- (2) (1) 90 - 100%
(1) 2. 80 - 89%
3. 0 - 79%

- (3) E. Does the research design utilize appropriate statistical techniques to determine the significance of the treatment effects?
- Yes No Not Mentioned
- (1) F. Are the significance levels appropriate to the project and population size?
- Yes No Not Mentioned
- (1) G. Are the evaluation activities time-specific?
- Yes *for 29 out of 39 or 74%
12 of the 22 are* No Not Mentioned
- (1) H. Are the administrative responsibilities for implementing the evaluation activities clearly assigned?
- Yes No Not Mentioned
- (4) I. Does the project provide procedures for feedback which will allow monitoring and modification of the activities during the course of the project?
- Yes No Not Mentioned

Comments and/or rationale:

This is evidenced by monthly, ~~quarterly~~ quarterly evaluative meetings, also administering tests + questionnaires at stated intervals.

- (21) V. Provisions for the Development of a Project which can be Adapted or Adopted Elsewhere: Exportability of the Project. (pp. 53).
- (3) A. Are the activities and procedures of the proposal described in such a manner that they can be replicated?
- Yes No
- (3) B. Are the activities which the project requires such that other districts could implement them with present staff?
- Yes No
- (3) C. Are the type of facilities which the program requires reasonably available to other districts of the state at reasonable cost?
- Yes No

D. Are the type of materials and equipment which the project requires reasonably available to other districts of the state at reasonable cost?

☒ Yes

☐ No

E. Are the population and subject-area of the project such that other districts could make use of the project?

☒ Yes

☐ No

F. Do you think that implementation in other districts would be economically feasible if this project is successful?

☒ Yes

☐ No

G. Does the proposal provide plans for the dissemination of information and evaluation results about the project to residents within the geographic area to be served by the proposal?

☒ Yes

☒ No

H. Does the proposal provide plans for the dissemination of information and evaluation results about the project to other school districts and educational groups upon request?

☒ Yes

☐ No

Comments and/or rationale:

Very good plan with specifics

VI. Continuation of Project (pp. 53-54).

A. Does the proposal describe how the district will continue/integrate this program after the project funding is discontinued?

☒ Yes

☐ No

Comments and/or rationale:

*plan is specific rather than
state 7 hopes*

20) VII. Strengths of the Proposal

Circle the number of points you feel this project deserves based on the overall quality of the idea and the proposal.

0 1 2 3 4 5 6 7 8 9
10 11 12 13 14 15 16 17 18 19

20

Justify your Score below.

The proposal is tight and covers all bases.

Strengths of the Proposal - Must Complete

- 1) Grounded in good review of literature. Shows how this proposal differs (and is like) other projects.
- 2) Needs assessment adequate
- 3) Excellent objectives written according to format of guidelines
- 4) Activities clearly written and can be replicated
- 5) Evaluation procedures appropriate.
- 6) Objectives are clearly presented in three categories as follows:
 - a) Students (5)
 - b) Parents (2)
 - c) Teachers (1)

Weaknesses of the Proposal - Must Complete

- 1) Only ~~5 of the~~ 12 of the 22 activities (55%) are written in time-specific terms.
- 2) Make no reference to statistical procedures for analyzing data

EVALUATION INSTRUMENT

Criteria for Approving the Innovative Proposal

The panel of experts, and the Title IV, ESEA, Advisory Council will apply the following criteria in reviewing proposals submitted under the State Plan.

Circle the appropriate word following each question under each criterion. Write your comments and/or rationale for your responses after each criterion. Please note that you may be called upon to justify your comments. Questions or directions in boxes require a response. Page numbers in parenthesis indicate corresponding pages in the Guidelines for Proposal Writers.

- 5) Does the proposal relate to one of the priority areas listed in the Guidelines for Proposal Writers?

(25) 1. Yes
2. No

- 5) I. Evidence that the Project is Designed to Demonstrate Solutions to Identified Critical Educational Needs. (pp. 45-46).

Question A arises out of the program plan as described in Chapter II of the "Guidelines for Local District Educational Planning" of Circular A-160.

- A. Does the proposal show evidence that the applying administrative agency/district has performance objectives for the geographic area it serves?

Yes

No

Not Mentioned

Answer the following three questions below only if you answered "yes" to the above.

1. Does the proposal contain evidence that the performance objectives which are in the program area of the proposal are of high priority within the administrative agency/district?

Yes

No

Not Mentioned

2. Did the administrative agency/district perform an assessment of the performance objectives in the program area of the proposal?

Yes

No

Not Mentioned

2) 3. Has the administrative agency/district defined its needs by the differences between the assessment results and the performance objectives in the program area of the proposal?

Yes

No

Not Mentioned

12) B. Does the Proposal show evidence that the proposal objectives arise from an assessment or investigation of the administrative agency/district in the area of the proposal?

Yes

No

Not Mentioned

Comment on a "no" answer.

6) C. Does the proposal contain evidence that the proposal objectives are of high priority within the administrative agency/district?

Yes

No

Not Mentioned

Comment on a "no" answer.

Comments and/or rationale:

160) II. Promising Concepts or Practices Recognized as Unique, Original, Unusual, or Innovative. (p. 48).

15) A. Does the proposal provide evidence that it is based upon an appropriate review of the literature?

Yes

No

Not Mentioned

15) B. Is the rationale of the proposal based upon research findings?

(15) 1. To a great extent

(7) 2. To some extent

3. Minimally or not at all

Much research has apparently been done. However, there should be more investigation into effective treatments.

0) C. In your opinion, is the proposal idea innovative; i.e., a new and different idea, method or new combination or application of already proven ideas or methods which hold promise of producing significant educational results?

- (20) 1. To a great extent
(10) 2. To some extent
3. Minimally or not at all

Justify your Score

The level of treatment is innovative, however the specifics are not as creative as might be possible. More use of alternative methods and environments is desirable.
D. In your opinion, are the proposed activities and techniques innovative to the State of Illinois?

- (20) 1. To a great extent
(10) 2. To some extent
3. Minimally or not at all

Also the matching of students to treatment modes needs to be more thoroughly investigated.

Justify your Score

as above -

If you know of any project similar to this proposal, identify it below.

none

Comments and/or rationale:

Attacking the problem at this level and in this fashion is good, but expansion of the approach will yield greater success at little.

7) III. Proposal Objectives which are Measurable and Appropriate Activities Which Facilitate Achieving Them. (pp. 48-49).

0) A. Are the objectives clearly related to the proposal rationale?

- (20) 1. Yes
2. No

B. What percent of the proposal objectives describe an intended learner behavioral change?

- (5) 1. 90 - 100%
(3) 2. 80 - 89%
(1) 3. 60 - 79%
4. 0 - 59%

C. What percent of the proposal objectives name the evaluation instrument and/or briefly describe the procedure in the objective statement?

- (4) 1. 90 - 100%
(2) 2. 80 - 89%
(1) 3. 60 - 79%
4. 0 - 59%

D. What percent of the proposal objectives specify the population of the objective statement?

- (3) 1. 90 - 100%
(2) 2. 80 - 89%
(1) 3. 60 - 79%
4. 0 - 59%

E. What percent of the proposal objectives specify the degree of change which will take place?

- (4) 1. 90 - 100%
(2) 2. 80 - 89%
(1) 3. 60 - 79%
~~4. 0 - 59%~~

*Inadequate specification
of level of significance.*

F. What percent of the proposal objectives are stated in time-specific terms?

- (3) 1. 90 - 100%
(2) 2. 80 - 89%
(1) 3. 60 - 79%
4. 0 - 59%

G. In your judgment, are the proposed activities appropriate to bring about the proposal objectives?

- (20) 1. Very appropriate
(15) 2. Appropriate
(5) 3. Marginally appropriate
4. Inappropriate or inadequate

If Question III, G, was answered "Marginally appropriate or Inappropriate or Inadequate," please comment.

H. Do the activities clearly state what will be done?

- (5) 1. Yes
(2) 2. Minimally
3. No

I. What percent of the proposal activities and procedures are stated in time-specific terms?

- (3) 1. 90 - 100%
(2) 2. 80 - 89%
(1) 3. 60 - 79%
4. 0 - 59%

Comments and/or rationale:

The evaluation consultant mentioned on page 5 should be required to submit specific criteria for the conduct of his evaluation and for his conclusions prior to approval of contract.

IV. Evaluation Strategies Based on Valid Research Methodology which will Provide Evidence to Determine the Extent to which the Objectives have been Met and the Activities Carried Out. (pp. 49-53).

A. In your judgment, does the proposal specify measures or instruments which are adequate to evaluate the accomplishment of the objectives?

- (5) 1. Yes
2. No

as mentioned above, the criteria are not sufficiently clear, controls must be introduced and levels of achievement defined.

B. Does the research design provide for controls of the extraneous factors other than the treatments which might affect behavior?

Yes

No

Not Mentioned

C. What percent of the measures or instruments have documentation of validity and reliability in the proposal.

- (3) 1. 90 - 100%
(2) 2. 80 - 89%
(1) 3. 60 - 79%
4. 0 - 59%

D. In your judgment, what percent of the activities have appropriate instruments or measures to evaluate their accomplishments?

- (2) 1. 90 - 100%
(1) 2. 80 - 89%
3. 0 - 79%

1) E. Does the research design utilize appropriate statistical techniques to determine the significance of the treatment effects?

Yes

No

Not Mentioned

2) F. Are the significance levels appropriate to the project and population size?

Yes

No

Not Mentioned

3) G. Are the evaluation activities time-specific?

Yes

No

Not Mentioned

4) H. Are the administrative responsibilities for implementing the evaluation activities clearly assigned?

Yes

No

Not Mentioned

5) I. Does the project provide procedures for feedback which will allow monitoring and modification of the activities during the course of the project?

Yes

No

Not Mentioned

Comments and/or rationale:

Objectives 1 and 2 for studies 5 must have higher achievement levels.

21) V. Provisions for the Development of a Project which can be Adapted or Adopted Elsewhere: Exportability of the Project. (pp. 53).

3) A. Are the activities and procedures of the proposal described in such a manner that they can be replicated?

Yes

No

3) B. Are the activities which the project requires such that other districts could implement them with present staff?

Yes

No

3) C. Are the type of facilities which the program requires reasonably available to other districts of the state at reasonable cost?

Yes

No

- 3) D. Are the type of materials and equipment which the project requires reasonably available to other districts of the state at reasonable cost?

☒ Yes

☐ No

- 1) E. Are the population and subject-area of the project such that other districts could make use of the project?

☒ Yes

☐ No

- 1) F. Do you think that implementation in other districts would be economically feasible if this project is successful?

☒ Yes

☐ No

- 1) G. Does the proposal provide plans for the dissemination of information and evaluation results about the project to residents within the geographic area to be served by the proposal?

☒ Yes

☐ No

- 1) H. Does the proposal provide plans for the dissemination of information and evaluation results about the project to other school districts and educational groups upon request?

☒ Yes

☐ No

Comments and/or rationale:

1) VI. Continuation of Project (pp. 53-54).

- A. Does the proposal describe how the district will continue/integrate this program after the project funding is discontinued?

☒ Yes

☐ No

Comments and/or rationale:

Provisions are made, but are not guaranteed. 2nd and 3rd year funding must be contingent upon implementation of transition described on page 15.

0)VII. Strengths of the Proposal

Circle the number of points you feel this project deserves based on the overall quality of the idea and the proposal.

0. 1 2 3 4 5 6 7 8 9
10 11 12 13 (14) 15 16 17 18 19
20

Justify your Score below.

More focus on instructional techniques
and improved design of relation
between student characteristics and services
Strengths of the Proposal - Must Complete or treatment.

The methods and level of
intervention are interesting and
somewhat innovative. There is
reason to expect significant
success.

Weaknesses of the Proposal - Must Complete

The proposal gives inadequate
attention to the range of possible
approaches which might be used,
but rather sticks to extensions
of traditional approaches.

Research design must be refined
to provide valid and reliable
information on success. Beyond
the period of the project, follow ups
should determine high school dropout rate/clin

EVALUATION INSTRUMENT

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Circle the appropriate word following each question under each criterion. Write your comments and/or rationale for your responses after each criterion. Please note that you may be called upon to justify your comments. Questions or directions in boxes require a response. Page numbers in parenthesis indicate corresponding pages in the Guidelines for Proposal Writers.

- 25) Does the proposal relate to one of the priority areas listed in the Guidelines for Proposal Writers?

(25) 1. Yes
2. No

- 25) I. Evidence that the Project is Designed to Demonstrate Solutions to Identified Critical Educational Needs. (pp. 45-46).

Question A arises out of the program plan as described in Chapter II of the "Guidelines for Local District Educational Planning" of Circular A-160.

- 3) A. Does the proposal show evidence that the applying administrative agency/district has performance objectives for the geographic area it serves?

Yes

No

Not Mentioned

Answer the following three questions below only if you answered "yes" to the above.

- (1) 1. Does the proposal contain evidence that the performance objectives which are in the program area of the proposal are of high priority within the administrative agency/district?

Yes

No

Not Mentioned

- (1) 2. Did the administrative agency/district perform an assessment of the performance objectives in the program area of the proposal?

Yes

No

Not Mentioned

3. Has the administrative agency/district defined its needs by the differences between the assessment results and the performance objectives in the program area of the proposal?

Yes

No

Not Mentioned

2) B. Does the Proposal show evidence that the proposal objectives arise from an assessment or investigation of the administrative agency/district in the area of the proposal?

Yes

No

Not Mentioned

Comment on a "no" answer.

i) C. Does the proposal contain evidence that the proposal objectives are of high priority within the administrative agency/district?

Yes

No

Not Mentioned

Comment on a "no" answer.

Comments and/or rationale:

PROPOSAL DOES NOT PRESENT SPECIFIC EVIDENCE OF DROPT PREVENTION AS A PRIORITY IN RELATION TO OTHER PRIORITIES POSSIBLY DISCOVERED IN NEED ASSESSMENT. PERFORMANCE OBJECTIVES NOT STATED IN PROPOSAL, ONLY ALLUDED TO IN AN INDIRECT MANNER.

60) II. Promising Concepts or Practices Recognized as Unique, Original, Unusual, or Innovative. (p. 48).

5) A. Does the proposal provide evidence that it is based upon an appropriate review of the literature?

Yes

No

Not Mentioned

15) B. Is the rationale of the proposal based upon research findings?

(15) 1 To a great extent

(7) 2. To some extent

3. Minimally or not at all

20) C. In your opinion, is the proposal idea innovative; i.e., a new and different idea, method or new combination or application of already proven ideas or methods which hold promise of producing significant educational results?

- (20) 1. To a great extent
- (10) 2. To some extent
- 3. Minimally or not at all

Justify your Score

REMEDICATION AT ELEMENTARY OR EVEN PRIMARY LEVEL AS A DEVICE TO RETAIN STUDENTS IS DISCUSSED IN LITERATURE. IDEA UNIQUE IN ITS COMBINATION OF ACTIVITIES

20) D. In your opinion, are the proposed activities and techniques innovative to the State of Illinois?

- (20) 1. To a great extent
- (10) 2. To some extent
- 3. Minimally or not at all

Justify your Score

INCREASED TEACHER SKILLS (INSERVICE), GREATER ATTENTION TO STUDENT ACADEMIC PROBLEMS + PARENT INVOLVEMENT HAVE PROVEN SUCCESSFUL (AS INDIVIDUAL ACTIVITIES). COMBINATION MAY BE UNIQUE.

If you know of any project similar to this proposal, identify it below.

NONE

Comments and/or rationale:

57) III. Proposal Objectives which are Measurable and Appropriate Activities Which Facilitate Achieving Them. (pp. 48-49).

10) A. Are the objectives clearly related to the proposal rationale?

- (10) 1. Yes
- 2. No

- 5) B. What percent of the proposal objectives describe an intended learner behavioral change?
- (5) 1. 90 - 100%
 (3) 2. 80 - 89%
 (1) 3. 60 - 79%
 4. 0 - 59%
- 4) C. What percent of the proposal objectives name the evaluation instrument and/or briefly describe the procedure in the objective statement?
- (4) 1. 90 - 100%
 (2) 2. 80 - 89%
 (1) 3. 60 - 79%
 4. 0 - 59%
- 3) D. What percent of the proposal objectives specify the population of the objective statement?
- (3) 1. 90 - 100%
 (2) 2. 80 - 89%
 (1) 3. 60 - 79%
 4. 0 - 59%
- 4) E. What percent of the proposal objectives specify the degree of change which will take place?
- (4) 1. 90 - 100%
 (2) 2. 80 - 89%
 (1) 3. 60 - 79%
 4. 0 - 59%
- 3) F. What percent of the proposal objectives are stated in time-specific terms?
- (3) 1. 90 - 100%
 (2) 2. 80 - 89%
 (1) 3. 60 - 79%
 4. 0 - 59%
- 120) G. In your judgment, are the proposed activities appropriate to bring about the proposal objectives?
- (20) 1. Very appropriate
 (15) 2. Appropriate
 (5) 3. Marginally appropriate
 4. Inappropriate or inadequate

If Question III, G, was answered "Marginally appropriate or Inappropriate or Inadequate," please comment.

ACADEMIC GROWTH OF 6 MONTHS DURING A 9 MONTH SCHOOL YEAR ARE NOT SUFFICIENT TO ACCOMPLISH GOAL OF REDUCED DROPOUT. THIS IS ESPECIALLY CRITICAL IF STUDENT IS CURRENTLY ACHIEVING BELOW GRADE LEVEL.

H. Do the activities clearly state what will be done?

- (5) 1. Yes
(2) 2. Minimally
3. No

I. What percent of the proposal activities and procedures are stated in time-specific terms?

- (3) 1. 90 - 100%
(2) 2. 80 - 89%
(1) 3. 60 - 79%
4. 0 - 59%

Comments and/or rationale:

5) IV. Evaluation Strategies Based on Valid Research Methodology which will Provide Evidence to Determine the Extent to which the Objectives have been Met and the Activities Carried Out. (pp. 49-53).

A. In your judgment, does the proposal specify measures or instruments which are adequate to evaluate the accomplishment of the objectives?

- (5) 1. Yes
2. No

B. Does the research design provide for controls of the extraneous factors other than the treatments which might affect behavior?

Yes No Not Mentioned

C. What percent of the measures or instruments have documentation of validity and reliability in the proposal.

- (3) 1. 90 - 100%
(2) 2. 80 - 89%
(1) 3. 60 - 79%
4. 0 - 59%

D. In your judgment, what percent of the activities have appropriate instruments or measures to evaluate their accomplishments?

- (2) 1. 90 - 100%
(1) 2. 80 - 89%
3. 0 - 79%

- 3) E. Does the research design utilize appropriate statistical techniques to determine the significance of the treatment effects?
- Yes No Not Mentioned
- 1) F. Are the significance levels appropriate to the project and population size?
- Yes No Not Mentioned
- 1) G. Are the evaluation activities time-specific?
- Yes No Not Mentioned
- 1) H. Are the administrative responsibilities for implementing the evaluation activities clearly assigned?
- Yes No Not Mentioned
- 4) I. Does the project provide procedures for feedback which will allow monitoring and modification of the activities during the course of the project?
- Yes No Not Mentioned

Comments and/or rationale:

EVALUATION WEAK. SOME ACTIVITIES NOT TIME SPECIFIC. STATISTICAL LEVELS OF SIGNIFICANCE NOT STATED.

21) V. Provisions for the Development of a Project which can be Adapted or Adopted Elsewhere: Exportability of the Project. (pp. 53).

- 3) A. Are the activities and procedures of the proposal described in such a manner that they can be replicated?
- Yes No
- 3) B. Are the activities which the project requires such that other districts could implement them with present staff?
- Yes No
- 3) C. Are the type of facilities which the program requires reasonably available to other districts of the state at reasonable cost?
- Yes No

D. Are the type of materials and equipment which the project requires reasonably available to other districts of the state at reasonable cost?

Yes

No

E. Are the population and subject-area of the project such that other districts could make use of the project?

Yes

No

F. Do you think that implementation in other districts would be economically feasible if this project is successful?

Yes

No

G. Does the proposal provide plans for the dissemination of information and evaluation results about the project to residents within the geographic area to be served by the proposal?

Yes

No

H. Does the proposal provide plans for the dissemination of information and evaluation results about the project to other school districts and educational groups upon request?

Yes

No

Comments and/or rationale:

PLANNED ACTIVITIES ARE SPECIFIC AND SHOULD
~~SEPARATE~~ SERVE TO INFORM LOCAL AREA. DISSEMINATION
ON A STATEWIDE BASIS NOT MENTIONED.

VI. Continuation of Project (pp. 53-54).

A. Does the proposal describe how the district will continue/integrate this program after the project funding is discontinued?

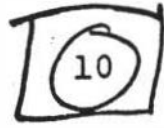
Yes

No

Comments and/or rationale:

10) VII. Strengths of the Proposal

Circle the number of points you feel this project deserves based on the overall quality of the idea and the proposal.

0	1	2	3	4	5	6	7	8	9
 10	11	12	13	14	15	16	17	18	19
20									

Justify your Score below.

Strengths of the Proposal - Must Complete

REVIEW OF LITERATURE SEEMS COMPLETE.
COMMITMENT TO CONTINUE PROJECT SEEMS
STRONG. OBJECTIVES ~~COULD~~ MEET PROPOSAL
GUIDELINES.

Weaknesses of the Proposal - Must Complete

READER UNCERTAIN WHAT AMOUNT OF GROWTH
IN STUDENT ACHIEVEMENT PROJECT WILL
ACCOMPLISH VERSUS ACHIEVEMENT WITHOUT PROJECT.
EVALUATION DESIGN IS WEAK.

EVALUATION INSTRUMENT

Criteria for Approving the Innovative Proposal

The panel of experts, and the Title IV, ESEA, Advisory Council will apply the following criteria in reviewing proposals submitted under the State Plan.

Circle the appropriate word following each question under each criterion. Write your comments and/or rationale for your responses after each criterion. Please note that you may be called upon to justify your comments. Questions or directions in boxes require a response. Page numbers in parenthesis indicate corresponding pages in the Guidelines for Proposal Writers.

- 5) Does the proposal relate to one of the priority areas listed in the Guidelines for Proposal Writers?

(25) 1. Yes
2. No

- 5) I. Evidence that the Project is Designed to Demonstrate Solutions to Identified Critical Educational Needs. (pp. 45-46).

Question A arises out of the program plan as described in Chapter II of the "Guidelines for Local District Educational Planning" of Circular A-160.

- A. Does the proposal show evidence that the applying administrative agency/district has performance objectives for the geographic area it serves?

Yes

No

Not Mentioned

Answer the following three questions below only if you answered "yes" to the above.

1. Does the proposal contain evidence that the performance objectives which are in the program area of the proposal are of high priority within the administrative agency/district?

Yes

No

Not Mentioned

2. Did the administrative agency/district perform an assessment of the performance objectives in the program area of the proposal?

Yes

No

Not Mentioned

3. Has the administrative agency/district defined its needs by the differences between the assessment results and the performance objectives in the program area of the proposal?

Yes

No

Not Mentioned

- 2) B. Does the Proposal show evidence that the proposal objectives arise from an assessment or investigation of the administrative agency/district in the area of the proposal?

Yes

No

Not Mentioned

Comment on a "no" answer.

- C. Does the proposal contain evidence that the proposal objectives are of high priority within the administrative agency/district?

Yes

No

Not Mentioned

Comment on a "no" answer.

Comments and/or rationale:

- 10) II. Promising Concepts or Practices Recognized as Unique, Original, Unusual, or Innovative. (p. 48).

- 1) A. Does the proposal provide evidence that it is based upon an appropriate review of the literature?

Yes

No

Not Mentioned

- 15) B. Is the rationale of the proposal based upon research findings?

(15) 1.

To a great extent

(7) 2.

To some extent

3. Minimally or not at all

20)

- C. In your opinion, is the proposal idea innovative; i.e., a new and different idea, method or new combination or application of already proven ideas or methods which hold promise of producing significant educational results?

- (20) 1. To a great extent
 (10) 2. To some extent
 3. Minimally or not at all

Justify your Score

This proposal does not seem to be innovative. Counseling is the emphasis. What is needed is an innovative educational program/process.

20)

- D. In your opinion, are the proposed activities and techniques innovative to the State of Illinois?

- (20) 1. To a great extent
 (10) 2. To some extent
 3. Minimally or not at all

Justify your Score

The TAP in Illinois are doing what is proposed. The programs in Lake County and in Champaign county even use Curran's dropout prediction scale.

If you know of any project similar to this proposal, identify it below.

Comments and/or rationale:

7) III. Proposal Objectives which are Measurable and Appropriate Activities Which Facilitate Achieving Them. (pp. 48-49).

10)

- A. Are the objectives clearly related to the proposal rationale?

- (10) 1. Yes
 2. No

B. What percent of the proposal objectives describe an intended learner behavioral change?

(5) 1. 90 - 100%
(3) 2. 80 - 89%
(1) 3. 60 - 79%
4. 0 - 59%

C. What percent of the proposal objectives name the evaluation instrument and/or briefly describe the procedure in the objective statement?

(4) 1. 90 - 100%
(2) 2. 80 - 89%
(1) 3. 60 - 79%
4. 0 - 59%

D. What percent of the proposal objectives specify the population of the objective statement?

(3) 1. 90 - 100%
(2) 2. 80 - 89%
(1) 3. 60 - 79%
4. 0 - 59%

E. What percent of the proposal objectives specify the degree of change which will take place?

(4) 1. 90 - 100%
(2) 2. 80 - 89%
(1) 3. 60 - 79%
4. 0 - 59%

F. What percent of the proposal objectives are stated in time-specific terms?

(3) 1. 90 - 100%
(2) 2. 80 - 89%
(1) 3. 60 - 79%
4. 0 - 59%

G. In your judgment, are the proposed activities appropriate to bring about the proposal objectives?

(20) 1. Very appropriate
(15) 2. Appropriate
(5) 3. Marginally appropriate
4. Inappropriate or inadequate

If Question III, G, was answered "Marginally appropriate or Inappropriate or Inadequate," please comment.

H. Do the activities clearly state what will be done?

- (5) 1. Yes
(2) 2. Minimally
3. No

I. What percent of the proposal activities and procedures are stated in time-specific terms?

- (3) 1. 90 - 100%
(2) 2. 80 - 89%
(1) 3. 60 - 79%
4. 0 - 59%

Comments and/or rationale:

5) IV. Evaluation Strategies Based on Valid Research Methodology which will Provide Evidence to Determine the Extent to which the Objectives have been Met and the Activities Carried Out. (pp. 49-53).

A. In your judgment, does the proposal specify measures or instruments which are adequate to evaluate the accomplishment of the objectives?

- (5) 1. Yes
2. No

B. Does the research design provide for controls of the extraneous factors other than the treatments which might affect behavior?

Yes

No

Not Mentioned

C. What percent of the measures or instruments have documentation of validity and reliability in the proposal.

- (3) 1. 90 - 100%
(2) 2. 80 - 89%
(1) 3. 60 - 79%
4. 0 - 59%

D. In your judgment, what percent of the activities have appropriate instruments or measures to evaluate their accomplishments?

- (2) 1. 90 - 100%
(1) 2. 80 - 89%
3. 0 - 79%

E. Does the research design utilize appropriate statistical techniques to determine the significance of the treatment effects?

Yes

No

Not Mentioned

F. Are the significance levels appropriate to the project and population size?

Yes

No

Not Mentioned

G. Are the evaluation activities time-specific?

Yes

No

Not Mentioned

H. Are the administrative responsibilities for implementing the evaluation activities clearly assigned?

Yes

No

Not Mentioned

I. Does the project provide procedures for feedback which will allow monitoring and modification of the activities during the course of the project?

Yes

No

Not Mentioned

Comments and/or rationale:

1) V. Provisions for the Development of a Project which can be Adapted or Adopted Elsewhere: Exportability of the Project. (pp. 53).

3) A. Are the activities and procedures of the proposal described in such a manner that they can be replicated?

Yes

No

3) B. Are the activities which the project requires such that other districts could implement them with present staff?

Yes

No

Unknown to me.

3) C. Are the type of facilities which the program requires reasonably available to other districts of the state at reasonable cost?

Yes

No

Unknown to me

D. Are the type of materials and equipment which the project requires reasonably available to other districts of the state at reasonable cost?

Yes

☒ No Unknown to me.

E. Are the population and subject-area of the project such that other districts could make use of the project?

☒ Yes

No

F. Do you think that implementation in other districts would be economically feasible if this project is successful?

Yes

☒ No Unknown to me.

G. Does the proposal provide plans for the dissemination of information and evaluation results about the project to residents within the geographic area to be served by the proposal?

☒ Yes

No

H. Does the proposal provide plans for the dissemination of information and evaluation results about the project to other school districts and educational groups upon request?

☒ Yes

No

Comments and/or rationale:

VI. Continuation of Project (pp. 53-54).

A. Does the proposal describe how the district will continue/ integrate this program after the project funding is discontinued?

☒ Yes

No

Comments and/or rationale:

0) VII. Strengths of the Proposal

Circle the number of points you feel this project deserves based on the overall quality of the idea and the proposal.

0 1 2 3 4 (5) 6 7 8 9
10 11 12 13 14 15 16 17 18 19
20

Justify your Score below.

I don't feel that this proposal represents an unique idea. There are several programs in Illinois doing what is proposed.

Strengths of the Proposal - Must Complete

The involvement of parents/family is a major strength. Counseling is important for any type of educational program. However, what is proposed is seemingly more than adequate and can be viewed as a strength.

Inservice component (For Teachers) is a major strength.

Weaknesses of the Proposal - Must Complete

The lack of an educational component ~~with~~ which uses a new approach to teaching or helping the learner learn and to keep the learner in school.

The needs assessment section is weak. Yes 15% dropout rate is high. But what are the needs (educational, social, academic) as they relate to student and school.

EVALUATION INSTRUMENT

Sullivan
7-73

Criteria for Approving the Innovative Proposal

The panel of experts, and the Title IV, ESEA, Advisory Council will apply the following criteria in reviewing proposals submitted under the State Plan.

Circle the appropriate word following each question under each criterion. Write your comments and/or rationale for your responses after each criterion. Please note that you may be called upon to justify your comments. Questions or directions in boxes require a response. Page numbers in parenthesis indicate corresponding pages in the Guidelines for Proposal Writers.

- 5) Does the proposal relate to one of the priority areas listed in the Guidelines for Proposal Writers?

(25) 1. Yes
2. No

- 5) I. Evidence that the Project is Designed to Demonstrate Solutions to Identified Critical Educational Needs. (pp. 45-46).

Question A arises out of the program plan as described in Chapter II of the "Guidelines for Local District Educational Planning" of Circular A-160.

- 3) A. Does the proposal show evidence that the applying administrative agency/district has performance objectives for the geographic area it serves?

Yes

No

Not Mentioned

Answer the following three questions below only if you answered "yes" to the above.

- 1) 1. Does the proposal contain evidence that the performance objectives which are in the program area of the proposal are of high priority within the administrative agency/district?

Yes

No

Not Mentioned

- 1) 2. Did the administrative agency/district perform an assessment of the performance objectives in the program area of the proposal?

Yes

No

Not Mentioned

3. Has the administrative agency/district defined its needs by the differences between the assessment results and the performance objectives in the program area of the proposal?

☒ Yes

No

Not Mentioned

2) B. Does the Proposal show evidence that the proposal objectives arise from an assessment or investigation of the administrative agency/district in the area of the proposal?

☒ Yes

No

Not Mentioned

Comment on a "no" answer.

i) C. Does the proposal contain evidence that the proposal objectives are of high priority within the administrative agency/district?

☒ Yes

No

Not Mentioned

Comment on a "no" answer.

Comments and/or rationale:

10) II. Promising Concepts or Practices Recognized as Unique, Original, Unusual, or Innovative. (p. 48).

i) A. Does the proposal provide evidence that it is based upon an appropriate review of the literature?

☒ Yes

No

Not Mentioned

15) B. Is the rationale of the proposal based upon research findings?

- (15) ☒ 1. To a great extent
(7) 2. To some extent
3. Minimally or not at all

- 20) C. In your opinion, is the proposal idea innovative; i.e., a new and different idea, method or new combination or application of already proven ideas or methods which hold promise of producing significant educational results?

- (20) ① To a great extent
(10) 2. To some extent
3. Minimally or not at all

Justify your Score

Project utilizes other research to develop a program to solve ^{local} problems.

- 20) D. In your opinion, are the proposed activities and techniques innovative to the State of Illinois?

- (20) ① To a great extent
(10) 2. To some extent
3. Minimally or not at all

Justify your Score

I know of no other drop-out prevention program targeted at 3rd-5th grades

If you know of any project similar to this proposal, identify it below.

Comments and/or rationale:

- 57) III. Proposal Objectives which are Measurable and Appropriate Activities Which Facilitate Achieving Them. (pp. 48-49).

- 10) A. Are the objectives clearly related to the proposal rationale?

- (10) ① Yes
2. No

- 5) B. What percent of the proposal objectives describe an intended learner behavioral change?
- (5) 1. 90 - 100%
 (3) 2. 80 - 89%
 (1) ③ 60 - 79%
 4. 0 - 59%
- 4) C. What percent of the proposal objectives name the evaluation instrument and/or briefly describe the procedure in the objective statement?
- (4) ① 90 - 100%
 (2) 2. 80 - 89%
 (1) ③ 60 - 79%
 4. 0 - 59%
- 3) D. What percent of the proposal objectives specify the population of the objective statement?
- (3) ① 90 - 100%
 (2) 2. 80 - 89%
 (1) 3. 60 - 79%
 4. 0 - 59%
- 4) E. What percent of the proposal objectives specify the degree of change which will take place?
- ④ 1. 90 - 100%
 (2) 2. 80 - 89%
 (1) 3. 60 - 79%
 4. 0 - 59%
- 3) F. What percent of the proposal objectives are stated in time-specific terms?
- (3) ① 90 - 100%
 (2) 2. 80 - 89%
 (1) 3. 60 - 79%
 4. 0 - 59%
- (20) G. In your judgment, are the proposed activities appropriate to bring about the proposal objectives?
- (20) ① Very appropriate
 (15) 2. Appropriate
 (5) 3. Marginally appropriate
 4. Inappropriate or inadequate

If Question III, G, was answered "Marginally appropriate or Inappropriate or Inadequate," please comment.

H. Do the activities clearly state what will be done?

- (5) ☒ 1. Yes
(2) ☐ 2. Minimally
3. No

I. What percent of the proposal activities and procedures are stated in time-specific terms?

- (3) 1. 90 - 100%
(2) 2. 80 - 89%
(1) 3. 60 - 79%
☒ 4. 0 - 59%

Comments and/or rationale:

5) IV. Evaluation Strategies Based on Valid Research Methodology which will Provide Evidence to Determine the Extent to which the Objectives have been Met and the Activities Carried Out. (pp. 49-53)

A. In your judgment, does the proposal specify measures or instruments which are adequate to evaluate the accomplishment of the objectives?

- (5) ☒ 1. Yes
2. No

B. Does the research design provide for controls of the extraneous factors other than the treatments which might affect behavior?

Yes

No

☒ Not Mentioned

C. What percent of the measures or instruments have documentation of validity and reliability in the proposal.

- (3) 1. 90 - 100%
(2) 2. 80 - 89%
(1) 3. 60 - 79%
☒ 4. 0 - 59%

D. In your judgment, what percent of the activities have appropriate instruments or measures to evaluate their accomplishments?

- (2) 1. 90 - 100%
(1) 2. 80 - 89%
☒ 3. 0 - 79%

E. Does the research design utilize appropriate statistical techniques to determine the significance of the treatment effects?

Yes

No

Not Mentioned

F. Are the significance levels appropriate to the project and population size?

Yes

No

Not Mentioned

G. Are the evaluation activities time-specific?

Yes

No

Not Mentioned

H. Are the administrative responsibilities for implementing the evaluation activities clearly assigned?

Yes

No

Not Mentioned

I. Does the project provide procedures for feedback which will allow monitoring and modification of the activities during the course of the project?

Yes

No

Not Mentioned

Comments and/or rationale:

1) V. Provisions for the Development of a Project which can be Adapted or Adopted Elsewhere: Exportability of the Project. (pp. 53).

A. Are the activities and procedures of the proposal described in such a manner that they can be replicated?

Yes

No

B. Are the activities which the project requires such that other districts could implement them with present staff?

Yes

No

C. Are the type of facilities which the program requires reasonably available to other districts of the state at reasonable cost?

Yes

No

D. Are the type of materials and equipment which the project requires reasonably available to other districts of the state at reasonable cost?

☒ Yes

No

E. Are the population and subject-area of the project such that other districts could make use of the project?

☒ Yes

No

F. Do you think that implementation in other districts would be economically feasible if this project is successful?

☒ Yes

No

G. Does the proposal provide plans for the dissemination of information and evaluation results about the project to residents within the geographic area to be served by the proposal?

☒ Yes

No

H. Does the proposal provide plans for the dissemination of information and evaluation results about the project to other school districts and educational groups upon request?

☒ Yes

No

Comments and/or rationale:

VI. Continuation of Project (pp. 53-54).

A. Does the proposal describe how the district will continue/integrate this program after the project funding is discontinued?

☒ Yes

No

Comments and/or rationale:

20)VII. Strengths of the Proposal

Circle the number of points you feel this project deserves based on the overall quality of the idea and the proposal.

0	1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19
20									

Justify your Score below.

Strengths of the Proposal - Must Complete

Good research, use of community resources, evidence of good planning and writing. I am particularly impressed that not only students, but teachers and parents are expected to change behavior and/or attitudes.

Weaknesses of the Proposal - Must Complete

Although more research techniques could be employed, i.e. control group, more or different standardized instruments, or plan to document with statistics, seems to meet the needs of the Sullivan community.

EVALUATION INSTRUMENT

Criteria for Approving the Innovative Proposal

The panel of experts, and the Title IV, ESEA, Advisory Council will apply the following criteria in reviewing proposals submitted under the State Plan.

Circle the appropriate word following each question under each criterion. Write your comments and/or rationale for your responses after each criterion. Please note that you may be called upon to justify your comments. Questions or directions in boxes require a response. Page numbers in parenthesis indicate corresponding pages in the Guidelines for Proposal Writers.

- (25) Does the proposal relate to one of the priority areas listed in the Guidelines for Proposal Writers?

(25) 1. Yes
2. No

- (25) I. Evidence that the Project is Designed to Demonstrate Solutions to Identified Critical Educational Needs. (pp. 45-46).

Question A arises out of the program plan as described in Chapter II of the "Guidelines for Local District Educational Planning" of Circular A-160.

- A. Does the proposal show evidence that the applying administrative agency/district has performance objectives for the geographic area it serves?

Yes

No

Not Mentioned

Answer the following three questions below only if you answered "yes" to the above.

1. Does the proposal contain evidence that the performance objectives which are in the program area of the proposal are of high priority within the administrative agency/district?

Yes

No

Not Mentioned

2. Did the administrative agency/district perform an assessment of the performance objectives in the program area of the proposal?

Yes

No

Not Mentioned

12) 3. Has the administrative agency/district defined its needs by the differences between the assessment results and the performance objectives in the program area of the proposal?

☒ Yes

No

Not Mentioned

- 12) B. Does the Proposal show evidence that the proposal objectives arise from an assessment or investigation of the administrative agency/district in the area of the proposal?

☒ Yes

No

Not Mentioned

Comment on a "no" answer.

- 6) C. Does the proposal contain evidence that the proposal objectives are of high priority within the administrative agency/district?

☒ Yes

No

Not Mentioned

Comment on a "no" answer.

Comments and/or rationale:

The school district had a great deal of involvement in determining the performance objectives.

- 60) II. Promising Concepts or Practices Recognized as Unique, Original, Unusual, or Innovative. (p. 48).

- i) A. Does the proposal provide evidence that it is based upon an appropriate review of the literature?

☒ Yes

No

Not Mentioned

- 15) B. Is the rationale of the proposal based upon research findings?

- (15) ☒ 1. To a great extent
(7) 2. To some extent
3. Minimally or not at all

- 20) C. In your opinion, is the proposal idea innovative; i.e., a new and different idea, method or new combination or application of already proven ideas or methods which hold promise of producing significant educational results?

- (20) 1. To a great extent
(10) 2. To some extent
3. Minimally or not at all

Justify your Score

The proposal has taken many old ideas, have put them together and have designed a central system for the treatment that makes this project promising. However, the proposal could be carried out by a "good" elementary counselor.

- 20) D. In your opinion, are the proposed activities and techniques innovative to the State of Illinois?

- (20) 1. To a great extent
(10) 2. To some extent
3. Minimally or not at all

Justify your Score

It is innovative in its design and content not so much in its ideas.

If you know of any project similar to this proposal, identify it below.

Comments and/or rationale:

The activity section is clear, but could use more detail.

- 57) III. Proposal Objectives which are Measurable and Appropriate Activities Which Facilitate Achieving Them. (pp. 48-49).

- 10) A. Are the objectives clearly related to the proposal rationale?

- (10) 1. Yes
2. No

- (5) B. What percent of the proposal objectives describe an intended learner behavioral change?
- (5) 1. 90 - 100%
 (3) 2. 80 - 89%
 (1) 3. 60 - 79%
 4. 0 - 59%
- (4) C. What percent of the proposal objectives name the evaluation instrument and/or briefly describe the procedure in the objective statement?
- (4) 1. 90 - 100%
 (2) 2. 80 - 89%
 (1) 3. 60 - 79%
 4. 0 - 59%
- (3) D. What percent of the proposal objectives specify the population of the objective statement?
- (3) 1. 90 - 100%
 (2) 2. 80 - 89%
 (1) 3. 60 - 79%
 4. 0 - 59%
- (4) E. What percent of the proposal objectives specify the degree of change which will take place?
- (4) 1. 90 - 100%
 (2) 2. 80 - 89%
 (1) 3. 60 - 79%
 4. 0 - 59%
- (3) F. What percent of the proposal objectives are stated in time-specific terms?
- (3) 1. 90 - 100%
 (2) 2. 80 - 89%
 (1) 3. 60 - 79%
 4. 0 - 59%
- (20) G. In your judgment, are the proposed activities appropriate to bring about the proposal objectives?
- (20) 1. Very appropriate
 (15) 2. Appropriate
 (5) 3. Marginally appropriate
 4. Inappropriate or inadequate

If Question III, G, was answered "Marginally appropriate or Inappropriate or Inadequate," please comment.

(5) H. Do the activities clearly state what will be done?

- (5) 1. Yes
(2) 2. Minimally
3. No

(3) I. What percent of the proposal activities and procedures are stated in time-specific terms?

- (3) 1. 90 - 100%
(2) 2. 80 - 89%
(1) 3. 60 - 79%
4. 0 - 59%

Comments and/or rationale:

This section of the proposal was well designed and well written.

25) IV. Evaluation Strategies Based on Valid Research Methodology which will Provide Evidence to Determine the Extent to which the Objectives have been Met and the Activities Carried Out. (pp. 49-53)

5) A. In your judgment, does the proposal specify measures or instruments which are adequate to evaluate the accomplishment of the objectives?

- (5) 1. Yes
2. No

5) B. Does the research design provide for controls of the extraneous factors other than the treatments which might affect behavior?

Yes

No

Not Mentioned

3) C. What percent of the measures or instruments have documentation of validity and reliability in the proposal.

- (3) 1. 90 - 100%
(2) 2. 80 - 89%
(1) 3. 60 - 79%
4. 0 - 59%

2) D. In your judgment, what percent of the activities have appropriate instruments or measures to evaluate their accomplishments?

- (2) 1. 90 - 100%
(1) 2. 80 - 89%
3. 0 - 79%

- 3) E. Does the research design utilize appropriate statistical techniques to determine the significance of the treatment effects?

Yes

No

Not Mentioned

- 1) F. Are the significance levels appropriate to the project and population size?

Yes

No

Not Mentioned

- 1) G. Are the evaluation activities time-specific?

Yes

No

Not Mentioned

- 1) H. Are the administrative responsibilities for implementing the evaluation activities clearly assigned?

Yes

No

Not Mentioned

- 4) I. Does the project provide procedures for feedback which will allow monitoring and modification of the activities during the course of the project?

Yes

No

Not Mentioned

Comments and/or rationale:

There is not a clear research design present. A control group from a "like" school or an own-control group design would strengthen this proposal.

- (21) V. Provisions for the Development of a Project which can be Adapted or Adopted Elsewhere: Exportability of the Project. (pp. 53).

- (3) A. Are the activities and procedures of the proposal described in such a manner that they can be replicated?

Yes

No

- (3) B. Are the activities which the project requires such that other districts could implement them with present staff?

Yes

No

- (3) C. Are the type of facilities which the program requires reasonably available to other districts of the state at reasonable cost?

Yes

No

- 3) D. Are the type of materials and equipment which the project requires reasonably available to other districts of the state at reasonable cost?
- ☒ Yes ☐ No
- 3) E. Are the population and subject-area of the project such that other districts could make use of the project?
- ☒ Yes ☐ No
- 4) F. Do you think that implementation in other districts would be economically feasible if this project is successful?
- ☒ Yes ☐ No
- 1) G. Does the proposal provide plans for the dissemination of information and evaluation results about the project to residents within the geographic area to be served by the proposal?
- ☒ Yes ☐ No
- 1) H. Does the proposal provide plans for the dissemination of information and evaluation results about the project to other school districts and educational groups upon request?
- ☒ Yes ☐ No

Comments and/or rationale:

This plan would be easily replicated if a school has an elementary school counselor. Many of the activities described here are those of a "modern" school counselor.

8) VI. Continuation of Project (pp. 53-54).

- A. Does the proposal describe how the district will continue/integrate this program after the project funding is discontinued?

☒ Yes ☐ No

Comments and/or rationale:

The proposal describes a three-year phase-in plan.

(20) VII. Strengths of the Proposal

Circle the number of points you feel this project deserves based on the overall quality of the idea and the proposal.

0	1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19

20

Justify your Score below.

This proposal is well written and well designed and could possibly be a model for other school districts in terms of the correct use of an elementary counselor.

Strengths of the Proposal - Must Complete

1. The proposal is well written.
2. The activities have a built in control to determine when treatment is given and if the treatment needs to be changed.
3. There is a good exportability plan.
4. The needs and research of literature section was clear.
5. The appendixes was necessary and good for greater understanding.

Weaknesses of the Proposal - Must Complete

1. The idea is not that innovative, but the implementation of the ideas is.
2. There is not a true research design.

EVALUATION INSTRUMENT

Criteria for Approving the Innovative Proposal

The panel of experts, and the Title IV, ESEA, Advisory Council will apply the following criteria in reviewing proposals submitted under the State Plan.

Circle the appropriate word following each question under each criterion. Write your comments and/or rationale for your responses after each criterion. Please note that you may be called upon to justify your comments. Questions or directions in boxes require a response. Page numbers in parenthesis indicate corresponding pages in the Guidelines for Proposal Writers.

- 25) Does the proposal relate to one of the priority areas listed in the Guidelines for Proposal Writers?

(25) 1. Yes
2. No

- 25) I. Evidence that the Project is Designed to Demonstrate Solutions to Identified Critical Educational Needs. (pp. 45-46).

Question A arises out of the program plan as described in Chapter II of the "Guidelines for Local District Educational Planning" of Circular A-160.

- 3) A. Does the proposal show evidence that the applying administrative agency/district has performance objectives for the geographic area it serves?

Yes

No

Not Mentioned

Answer the following three questions below only if you answered "yes" to the above.

- 1) 1. Does the proposal contain evidence that the performance objectives which are in the program area of the proposal are of high priority within the administrative agency/district?

Yes

No

Not Mentioned

- 1) 2. Did the administrative agency/district perform an assessment of the performance objectives in the program area of the proposal?

Yes

No

Not Mentioned

2)

3. Has the administrative agency/district defined its needs by the differences between the assessment results and the performance objectives in the program area of the proposal?

Yes

No

Not Mentioned

12)

- B. Does the Proposal show evidence that the proposal objectives arise from an assessment or investigation of the administrative agency/district in the area of the proposal?

Yes

No

Not Mentioned

Comment on a "no" answer.

6)

- C. Does the proposal contain evidence that the proposal objectives are of high priority within the administrative agency/district?

Yes

No

Not Mentioned

Comment on a "no" answer.

Comments and/or rationale:

It is assumed in this section that the ideal assessment results are 100% student retention and the proposal objectives are to accomplish that result. The needs assessment recognizes the difference between drop-out rates and full student participation.

60) II. Promising Concepts or Practices Recognized as Unique, Original, Unusual, or Innovative. (p. 48).

5)

- A. Does the proposal provide evidence that it is based upon an appropriate review of the literature?

Yes

No

Not Mentioned

15)

- B. Is the rationale of the proposal based upon research findings?

(15) 1. To a great extent

(7) 2. To some extent

3. Minimally or not at all

10)

C. In your opinion, is the proposal idea innovative; i.e., a new and different idea, method or new combination or application of already proven ideas or methods which hold promise of producing significant educational results?

- (20) 1. To a great extent
(10) 2. To some extent
3. Minimally or not at all

Justify your Score

The early identification of students with problems and then structuring remedial programs to eliminate these problems is not an innovative idea but a procedure that has been valid for years.

10)

D. In your opinion, are the proposed activities and techniques innovative to the State of Illinois?

- (20) 1. To a great extent
(10) 2. To some extent
3. Minimally or not at all

Justify your Score

Proposal calls for the screening of children who are having various problems and then accommodating them. Includes call for standardizing tests and assistance through aides. A new concept.

If you know of any project similar to this proposal, identify it below.

Comments and/or rationale:

We have attempted to involve parents in learning activities for their children for many years. We have also used varying procedures to identify students having difficulty. This proposal relies heavily on remedial reading activities that are already covered by existing programs.

57)

III. Proposal Objectives which are Measurable and Appropriate Activities Which Facilitate Achieving Them. (pp. 48-49).

10)

A. Are the objectives clearly related to the proposal rationale?

- (10) 1. Yes
2. No

- 5) B. What percent of the proposal objectives describe an intended learner behavioral change?
- (5) 1. 90 - 100%
 (3) 2. 80 - 89%
 (1) 3. 60 - 79%
 4. 0 - 59%
- 4) C. What percent of the proposal objectives name the evaluation instrument and/or briefly describe the procedure in the objective statement?
- (4) 1. 90 - 100%
 (2) 2. 80 - 89%
 (1) 3. 60 - 79%
 4. 0 - 59%
- 3) D. What percent of the proposal objectives specify the population of the objective statement?
- (3) 1. 90 - 100%
 (2) 2. 80 - 89%
 (1) 3. 60 - 79%
 4. 0 - 59%
- 4) E. What percent of the proposal objectives specify the degree of change which will take place?
- (4) 1. 90 - 100%
 (2) 2. 80 - 89%
 (1) 3. 60 - 79%
 4. 0 - 59%
- 3) F. What percent of the proposal objectives are stated in time-specific terms?
- (3) 1. 90 - 100%
 (2) 2. 80 - 89%
 (1) 3. 60 - 79%
 4. 0 - 59%
- (20) G. In your judgment, are the proposed activities appropriate to bring about the proposal objectives?

- (20) 1. Very appropriate
 (15) 2. Appropriate
 (5) 3. Marginally appropriate
 4. Inappropriate or inadequate

Objectives call for a six months progress gain in nine months implying that, as a result of the program the student will only lose three months progress. Is this realistic?

If Question III, G, was answered "Marginally appropriate or Inappropriate or Inadequate," please comment.

Such activities as requiring teachers to attend workshops to teach new ways of dealing with potential students and ways to communicate and listen implies teachers need this training. The data do not show that this is true. Encouraging students to participate in activities may not actually bring about the behavior. Too much is assumed from listed procedures with little objective basis for fact.

5) H. Do the activities clearly state what will be done?

- (5) 1. Yes
- (2) 2. Minimally
- (3) 3. No

(Stated in broad generalizations)

3) I. What percent of the proposal activities and procedures are stated in time-specific terms?

- (3) 1. 90 - 100%
- (2) 2. 80 - 89%
- (1) (3) 3. 60 - 79%
- 4. 0 - 59%

Comments and/or rationale:

Many of the listed activities are associated with any basic class i.e. "Students will receive personalized academic assistance from the teacher." "Teachers will meet in a monthly staff meeting to discuss problems" etc. These kinds of activities do not insure success as they are common practices in any good on-going program

25) IV. Evaluation Strategies Based on Valid Research Methodology which will Provide Evidence to Determine the Extent to which the Objectives have been Met and the Activities Carried Out. (pp. 49-53).

5) A. In your judgment, does the proposal specify measures or instruments which are adequate to evaluate the accomplishment of the objectives?

- (5) (1) 1. Yes
- 2. No

5) B. Does the research design provide for controls of the extraneous factors other than the treatments which might affect behavior?

Yes (No) Not Mentioned

3) C. What percent of the measures or instruments have documentation of validity and reliability in the proposal.

- (3) 1. 90 - 100%
- (2) 2. 80 - 89%
- (1) (3) 3. 60 - 79%
- 4. 0 - 59%

2) D. In your judgment, what percent of the activities have appropriate instruments or measures to evaluate their accomplishments?

- (2) 1. 90 - 100%
- (1) 2. 80 - 89%
- (3) 3. 0 - 79%

E. Does the research design utilize appropriate statistical techniques to determine the significance of the treatment effects?

Yes

No

Not Mentioned

F. Are the significance levels appropriate to the project and population size?

Yes

No

Not Mentioned

G. Are the evaluation activities time-specific?

Yes

No

Not Mentioned

H. Are the administrative responsibilities for implementing the evaluation activities clearly assigned?

Yes

No

Not Mentioned

I. Does the project provide procedures for feedback which will allow monitoring and modification of the activities during the course of the project?

Yes

No

Not Mentioned

Comments and/or rationale:

Most of the activities are stated in quantitative dimensions that appear to be arbitrarily selected, i.e. fifteen minutes daily with each student, thirty minute guidance sessions, fifteen minutes of individual counseling, etc. This implies an inflexibility of design that really does not reflect situational factors. The results of some activities may have nothing to do with the project itself.

21) V. Provisions for the Development of a Project which can be Adapted or Adopted Elsewhere: Exportability of the Project. (pp. 53).

3) A. Are the activities and procedures of the proposal described in such a manner that they can be replicated?

Yes

No

3) B. Are the activities which the project requires such that other districts could implement them with present staff?

Yes

No

3) C. Are the type of facilities which the program requires reasonably available to other districts of the state at reasonable cost?

Yes

No

- D. Are the type of materials and equipment which the project requires reasonably available to other districts of the state at reasonable cost?

☒ Yes

☐ No

- E. Are the population and subject-area of the project such that other districts could make use of the project?

☒ Yes

☐ No

- F. Do you think that implementation in other districts would be economically feasible if this project is successful?

☒ Yes

☐ No

- G. Does the proposal provide plans for the dissemination of information and evaluation results about the project to residents within the geographic area to be served by the proposal?

☒ Yes

☐ No

- H. Does the proposal provide plans for the dissemination of information and evaluation results about the project to other school districts and educational groups upon request?

☒ Yes

☐ No

Comments and/or rationale:

This project is not very sophisticated so other school districts could duplicate it if they so desired. It consists primarily of personalized help through aides and parental assistance in student learning activities.

VI. Continuation of Project (pp. 53-54).

- A. Does the proposal describe how the district will continue/integrate this program after the project funding is discontinued?

☒ Yes

☐ No

Comments and/or rationale:

The proposal calls for an integration into the on-going school program on a partial basis to be expanded each year. With maximum tax rates already being extended, it is questionable if the district could ultimately assume full costs.

20) VII. Strengths of the Proposal

Circle the number of points you feel this project deserves based on the overall quality of the idea and the proposal.

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Justify your Score below.

This proposal is really not an innovative approach to the problem of school dropouts. It deals with early identification of potential drop-out students with primary emphasis on reading. Techniques & activities are very standard. Strengths of the Proposal - Must Complete

The idea of concentrating on students with academic and social problems in the early elementary grades is commendable as is the idea of parental involvement.

Weaknesses of the Proposal - Must Complete

Many of the objectives seem to have in-built failure. Why try for only 6 months progress in a 9 month term. With specialized help it would seem logical to try at least for a full year of academic growth. The proposal is too mechanistic as it sets units of time, number of meetings, etc. as the solutions to problems. Actually it was never established that these potential dropouts have exhibited school behaviors that need to be improved, need to become more involved in classroom activities, etc.; since the scoring system calls for a cumulative score only as the basis of identification as a potential drop-out. The degree of change sought for some objectives also seem to reflect arbitrary judgments i.e. teachers should score 25% better on knowledge and use of skills & techniques and parents showing 50% more involvement. These figures cannot be set before initial assessment is made.

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